

Abilene
High
School

1915

Ralph M. Baynes - Founder -



The Spotlight

1915

JOHN HASSELL -

THE SPOTLIGHT

Abilene High School

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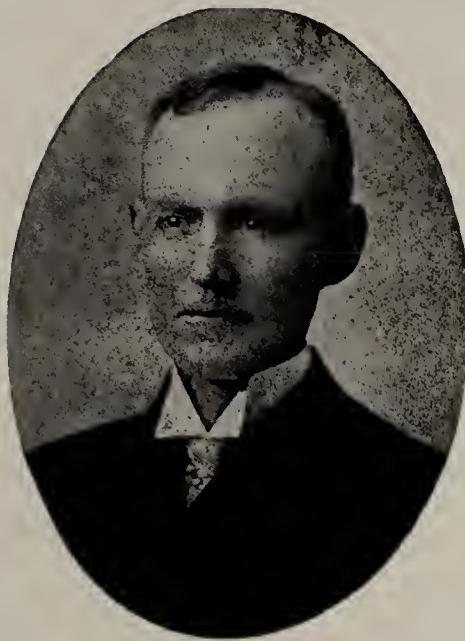


ABILENE HIGH SCHOOL

Editors' Note

IN THE publication of The Spotlight the Senior class has a somewhat different purpose than that of former years. Community interest is necessary to a successful High School. It is especially desired that the community become better acquainted with the High School—its courses of study, activities and organizations. The editors have endeavored to set forth these things clearly and to make The Spotlight representative of the whole High School instead of devoting it entirely to the interests of the Senior class. Representatives from every class have helped to make this the whole High School's book.

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The School

The Abilene High School

THE Abilene High School consists of 240 young people and their eleven instructors. These young people are here in the most formative, active and impressionable period of their lives. They are here for the purpose of being trained for the years to come; of being helped to see clearly what they wish to do, and how to do it. They are here in larger numbers than ever before in response to a rapidly growing conviction that the High School has something to offer them that will be valuable. This faith in the High School is everywhere in the country. We are not alone in it. Everywhere the High Schools of the state and the nation are full. The rapidly mounting enrollment evidences both a need and a faith—a recognized need of young people for training, and a faith that the High Schools can give it. This faith of the people in the High Schools throws on the teachers and supervisors in these schools a heavy responsibility. These teachers and supervisors must rise to the faith of the people. This feeling is characteristic of the best schools of today.

The dominant idea in the policy of the Abilene High School is the service, aiding and guidance, of the students as individuals. We believe that schools exist as institutions of service, that they are designed to aid individuals, not to benefit classes. The following quotation from a report by the teachers of Washington Irving High School for Girls of New York City, entitled, "What We Are For," approximates the point of view in question: "The community sends its children to us expecting them to be educated. It raises money and pays us in order that the city may be uplifted. The parents who support us do not subscribe to theory that a High School is an institution for preserving a course of study, or maintaining a system of usages, or keeping up a high standard, or training some youngsters to be leaders, or for supporting us. The people who are supporting us care little for these things. They do care for children. They pay for having the young people trained, not for maintaining a given grade of education. They send us bright, stupid, industrious, lazy, well-behaved, and impudent children, not with the idea that we shall teach those that are able and willing to work, not for a decision that such a child is unfit for High School, but for having each child improved. This is not chiefly a place for those who can succeed without help. Such need us less than the others do. A public High School differs from an elementary school chiefly in the age of its children. We are not elected, we are not paid, chiefly to train leaders. Everyone, rich or poor, is entitled to our services. Training the children we receive, and securing more to train is our business. We hope to break away from the traditional type of a study-centered High School. We are a person-centered High School. The person is the one we are teaching. In a sense, we are responsible for the success of the student. That is chiefly what we are put here for."

While the above is open to the criticism of extravagant statement, and needs limitation when put into practice, it comes close to the underlying and animating spirit of our school. And the truth of this statement is attested by the close and friendly companionship existing between our instructors and their pupils. A spirit of this sort testifies in the strongest way to the effectiveness of school organization and to the healthfulness of community educational conditions. The personality and influence of teachers act directly and without hindrance or lessening on the minds of students. This is the best possible of all conditions.

It is to a school characterized by the above spirit and by the above conditions that we welcome all students ready to enter. To the parents of such students we are only too glad to offer our services in suggestion or advice as to lines of work pupils should follow in school. We firmly believe that the time has come when every boy and every girl should receive the good the High School has to offer. The field of the school has become so wide, the training it offers covers so many forms of activity, that every one can be helped; can be set further on the road to successful and happy living, and to this end we pledge our utmost efforts.

Courses of Study in High School

Heretofore we have offered three courses in High School. One, the College Preparatory, was intended for students preparing for this work. Another, the Normal Training, led to a teacher's certificate, and was chosen by those looking toward this work. The third, the General course, was intended for students who were to enter active life on completion of the High School period. These courses, while good, do not serve as they shonld the pupils who come to us. Too many have aims that are not served by these lines of work. For this as well as for other reasons the entire curriculum of the High School has been reorganized. Four courses now exist where before there were only three. A new course has been added and the character of the other courses changed.

The College Preparatory course becomes the Classical course. It offers three years of English, four of Latin, three of German, three of Mathematics, four of History and Economics, and three of Science. It is the course to be followed by those who are preparing for the Bachelor of Arts course in any college or univeristy. It constitutes a broad basis of general culture on which to build subsequent courses of education. It looks especially toward the scholarly professions.

The Normal Training course remains practically as it was, since this course is outlined by the State Board of Education. It is taken by students who desire to teach. It offers three years of English, two of Mathematics, three of History and Government, four of Science, one of Music, one and a half of Normal Reviews, and one of Psychology and Methods. The student who completes this course in proper form receives a certificate valid for two years and renewable at expiration.

The Industrial course is a new one. While Manual Training and Domestic Science (cooking) and Art (sewing) have been offered in the school before, the work has not been systematized into a four-year course. This work offers three years of English, two years of American History and Economics, four years of Science and three years of Mathematics for boys and two for girls. The girls in this course take two years each of Domestic Science and of Domestic Art, while the boys have four years of Manual Training and Mechanical Drawing. This is preeminently the course for all students who expect to deal with things rather than ideas. The school will earnestly endeavor to make this course one of the richest in content in the school.

The Commercial course is also a new one. The time has come in our estimation when any boy or girl looking forward to a business life has a right to ask for adequate preparation for such a life at the hands of the home community. The course will be especially thorough. It offers four years of English, including one of Journalism and Business English; two years of High School Mathematics and one of Commercial Arithmetic; three of History and Economics, one year of Elementary and Advanced Bookkeeping, and one of Business Methods and Commercial Law; one year of Spelling and Word Study, and two of Typewriting and Stenography. No effort will be spared to make this course effective in preparing young people for business life. It offers a thorough High School education combined with the special training necessary for commercial work. A special instructor will be in supervision of this course.

Outline of Courses

CLASSICAL COURSE

FIRST YEAR

1. English I
2. Algebra I
3. Latin I or German I
4. Ancient History

THIRD YEAR

1. English III
2. Algebra II and Geometry II
3. Latin III or German III
4. Chemistry

SECOND YEAR

1. English II
2. Geometry I
3. Latin II or German II
4. Botany

FOURTH YEAR

1. Latin IV
2. Physics I
3. American History
4. Economics and Contemporary Life

NORMAL TRAINING COURSE

FIRST YEAR

1. English I
2. Algebra I
3. Physiography and General Science
4. Spelling and Word Study

SECOND YEAR

1. English II
2. Geometry I
3. Agriculture
4. Ancient History

THIRD YEAR

1. English III
2. English History and Civics
3. Physiology and Psychology
4. Music

FOURTH YEAR

1. Normal Reviews
2. Physics
3. Methods and Arithmetic
4. American History

INDUSTRIAL COURSE

FIRST YEAR

1. English I
2. Algebra I
3. Physiography and General Science
4. Domestic Art I (for girls)
5. Manual Training I (for boys)

SECOND YEAR

1. English II
2. Geometry I
3. Botany or Agriculture
4. Domestic Science I (girls)
5. Manual Training II (boys)

THIRD YEAR

1. English III
2. Algebra II and Geometry II (boys)
3. Chemistry (required for girls)
4. Domestic Art II (girls)
5. Manual Training III (boys)

FOURTH YEAR

1. American History
2. Economics and Contemporary Life
3. Physics
4. Domestic Science II
5. Mechanical Drawing (boys)

COMMERCIAL COURSE

FIRST YEAR

1. English I
2. Algebra I
3. Spelling and Word Study
4. Elem. Accts. and Business Methods

SECOND YEAR

1. English II
2. Geometry I
3. Ancient History
4. Adv. Bookkeeping and Com. Law

THIRD YEAR

1. English III
2. English History and Civics
3. Commercial Arithmetic
4. Typewriting and Stenography I

FOURTH YEAR

1. Journalism and Business English
2. American History
3. Economics and Contemporary Life
5. Typewriting and Stenography II

The Work of the School

Department of English

FRESHMAN ENGLISH

The work in Freshman English is necessarily very elementary. Its aim, in modified form, is that of the other years of the course: to stimulate appreciative reading, and to develop in the pupils the ability to express their ideas, both orally and in writing, with a fair degree of correctness. From the beginning, these two sides of the work, literature and composition, are correlated.

During the first year, the pupils are encouraged to read "for the story;" that is, to read with the idea of getting the full message of the author, rather than with the idea of criticism. The first book used is Ashmun's "Prose Literature for Secondary Schools," a collection of short stories, nature studies, and biographies. This, with a little book of ballad poetry, comprises the class reading for the first semester. The second semester, three novels are studied: "Ivanhoe," "The Last of the Mohicans," and "David Copperfield." Outside of class, each pupil reads and reports upon at least one book each six weeks.

In the composition work, the Freshmen students use no textbook; instead they build a notebook of rules for themselves. These rules are very few, only enough to serve as the necessary tools in the craft of writing. Many themes are required; during the first term, one oral and one written theme each week, on an average, are given by every member of the class. The pupils help each other by criticizing the composition work heard in class, and soon come to realize points of weakness and of strength. Letter writing, particularly business correspondence, receives special stress.

Along with the constructive work goes the persistent combatting of faulty habits of speech, the almost futile endeavor to replace the picturesque High School vocabulary with another which will be equally expressive even if not aggressively up-to-date.

SOPHOMORE ENGLISH

After having had one year of rudimentary drill in English, pupils now take up a more advanced study of composition. The first portion of Stebbins' "English for Secondary Schools" is used as a text. Simple rhetorical principles are studied, and many paragraphs and exercises are written. Fewer themes are required than in the first year, the idea being to begin intensive study on certain features rather than to do general work upon a large unit of material.

The first classic studied always is "Silas Marner," in which pupils have their introduction to character study and plot development. Irving's "Alhambra," with its description and legends of enchanted palaces, this year has replaced the "Sketch Book" read formerly. "The Merchant of Venice" marked the high tide of interest in the course, as each division of the Sophomores presented a scene from the play. Just before the end of the term, Goldsmith's "The Deserted Village" and the "Traveler" were read. The second semester the classes enjoyed "Treasure Island," and then added to their nautical knowledge by studying Dana's "Two Years Before the Mast." Three of Tennyson's "Idylls of the King" complete the reading for the year.

In addition to these books studied and recited upon in class, each pupil read one book each six weeks from a list of suggested literature. If five additional books were read during a semester, the pupil received five per cent more on his term grade. Many pupils took advantage of this opportunity.

JUNIOR ENGLISH

When the student of A. H. S. becomes a Junior he has ahead of him one more year of required English. In this year he is to gain a wider practice in the use of



CHAPEL

the four classes of discourse: narration, description, exposition, and argumentation. In themes, oral and written, he relates stories of his own experience or of his imagination, and presents the results of investigations he has made, in language as clear, as vigorous, and as effective as he can command. Clear seeing and vivid reproduction are encouraged in description, and logical thinking and clear expression go hand in hand in argumentation. The Junior needs also to grasp the elementary principles of the art of short story writing.

But not only is the third year student trained in further self-expression but his acquaintance with English literature is extended. Such selections from Dickens, Scott, Thoreau, Huxley, Shakespeare and others as reveal the life and thought of certain epochs, or present the problems of all life, thus furnishing a stimulus to vigorous thinking and expression, are studied in class. Outside reading of three books each semester is required. These are to be chosen from a list comprising the best works of fiction, poetry, essays, biography and travel. If the Junior reads, from the list, five books in addition to those required, during the semester, he is given five extra points of credit.

Finally, with a sufficient glance at the history of literature to enable him to surround his reading with the proper atmosphere, the third year student has completed the required course in English.

SENIOR ENGLISH

The student of Senior English elects the course. In his fourth year's work the history of English and American literature and much illustrative reading are correlated. The lecture method is pursued in part, that the Senior may have some experience in note taking. Special time is devoted to the study of the novel as an art form, and some works of fiction are more or less analytically studied. Both written and oral reports on topics most closely related to the thought and art of the authors studied, and on those opened up by class discussions are an essential part of the

course. Outside reading is encouraged by the offer of extra credit for such reading, and written reports—or reviews of books so read—are required.

In the main, it is a broad and general view of the field of literature which the fourth year student of English gains. He has the opportunity in this course, through a view of the world movements which have written themselves in literature, to classify and assimilate his reading in the earlier years of his course, as well as to add to it. And no less is the opportunity for greater power of expression afforded in the broad and still more vital themes suggested.

Department of Modern Language

Why should my boy or girl learn to speak and read a foreign language? Is there "any sense in it?"

The same question has had to be answered of late for every subject taught in our schools excepting the "three R's." Oh yes, we say, we will admit spelling is useful. We can't read or write without it, and furthermore a man is rather ignorant if he doesn't know where New York, Washington and San Francisco are. And we believe that the history of our nation is also a beneficial and profitable subject of study. Oh, do we? Aren't we admitting a little too much? All the sane and sound reasons for this study can be repeated as sane and sound reasons for the study of the history of any other nation on earth. We all admit these reasons and we will not repeat them here. The one that could not be stated for another land is that we want to know the history of the United States because it is our nation. Well, if we are interested in the history because it is "ours," we will be just slightly less interested in England's because the English are our first cousins and only a little less interested in Germany's because the Germans are our second cousins, being also of the Teutonic race.

The human mind will never be content to know merely "useful" things. The tendency to investigate and discover is instinctive. Those of us who are calling loudly for "practical" or vocational education admit the benefits of studying United States history. Why? Largely because we have studied it. If we hadn't, we wouldn't know it is beneficial. But see to what that brings us. Are the subjects we have studied the only "practical" subjects? Again, is there any one of us who would willingly part with any portion of his knowledge, no matter how obtained? No, we are never content with our present fund of information, no one ever wishes to stop learning. The mind thrives on exercise just as truly and literally as the body does and just as surely degenerates without it. And any study that gives occasion for healthful exercise of mental faculties, no matter what its content, is bound to be "practical." We can no more hope to develop mental proportion, symmetry and grace, by means of a very limited course of study than we can hope to develop a perfect body by means of one sort of physical exercise. The latter case is very difficult to picture but it calls to mind the mediaeval Huns, ugly beyond description, stunted and misshapen, as a consequence of practically living on horseback.

The first reason then for studying a modern language is the same we would give for studying anything—we like it, it interests us. It is a field that offers itself where we can satisfy natural human interest.

Second, it offers a new field of study, a new line of growth to the High School pupil, and so affords variety, which is as essential to proper mental as to proper physical growth.

Third, we have no use for prejudice, have we? We want to know facts. How can we lose our prejudices against peoples, how can a true knowledge of them be better gained than by learning to speak their language, to be able to talk to them if occasion offers, to read what they think instead of what others say they think? How can we better come to sympathize with them and respect them than by reading their noblest literature, or how as well come to feel that they are a people with very, very

much the same ideals as ours. Ignorance was never known to foster kindly feeling or confidence—just the contrary.

Fourth, a foreign language is just difficult enough for the High School pupil to make it a prized possession. A silver cup won by close contesting in athletics is highly valued, whereas the receipt of the same cup as a gift would bring absolutely no pleasure. The ancient Greeks devoted much time to the study of grammar, giving it the formidable title of "logic." It is not a subject made up of words and rules to be committed, as is often supposed, but is systematic, reasonable and logical, calling for fine distinctions and subtle discriminations. It is worthy of the time of a student and is necessarily the frame work of any language whatsoever.

Last, a modern foreign language is not merely an abstract, intellectual possession. It is tangible, usable. We have the pleasure of expression, the pleasure of actual employment of our new faculty. Theodore Roosevelt says every reasonably intelligent youth of today should be able to read and understand at least one foreign tongue—that it requires only average intelligence to do so and that the mental benefits doubly repay the time and effort spent.

The pleasure and benefits then would seem to warrant the study of German. There is the satisfaction of natural human curiosity and interest; there is the mental proportion resulting from variety; there is the healthful, stimulating mental activity of a reasonably difficult subject, the enjoyment of actually speaking as the people of another nation speak; the pleasure of putting our knowledge into practice; and the knowledge of the history, customs and literature of a foreign people, the knowledge which destroys narrowness and prejudice. It is for such knowledge that we study. Whatever more immediate and selfish reasons there may be, we must admit we hope to obtain them by virtue of being able to think clearly, honestly and logically.

FIRST YEAR GERMAN

The scope of first year German depends largely upon the place it is assigned in the course of study. In our school it is a Freshman subject and as such it should be as concrete as possible. The pupil requires a knowledge of the use of cases, the formation and use of tenses, declension of nouns and adjectives, comparison of adjectives and adverbs, relative pronouns, effects of inseparable verb-prefixes, uses of verbs with separable prefixes, general and special uses of modal auxiliaries, the formation of the subjunctive mode and such uses as may be briefly, clearly and logically stated. These things cannot be learned without also learning the different orders of words in German sentences. One hundred to one hundred and twenty-five pages of simple German prose, legends, stories, history and biography are read. Some idiomatic, conversational prose, four or five simple poems, and a number of German songs are committed to memory. The average pupil has a speaking vocabulary of 200 to 250 words, acquired from vocabularies in the texts and made familiar by "conversation drills"—discussions of weather, local happenings, retelling of anecdotes, questions and answers on assigned reading. The number of words a pupil understands when reading or knows on hearing far exceeds the number he can actually use in speaking. This is inevitable.

Two much is expected of modern language instruction by a majority of people, at least from the first year of instruction. Our recitations average perhaps forty minutes in length. That cannot be spent in conversation in the foreign language except at the cost of ignoring all prepared work. So that is not to be considered. These discussions of assigned work cannot be limited entirely to German either, under present circumstances. The average pupil's understanding of grammar is such that he must be instructed thoroughly and in detail on simple parts of speech, tenses and modes before there is any foundation for acquiring a new language. To try to do this in the foreign language in 40 minutes per day is an absurd waste of time. Furthermore the time is past when a child learns a new language "naturally." Time is too precious to spend in learning by imitation. To ignore at the outset this general lack of knowledge of grammar in an attempt to gain a greater vocabulary for conversational purposes is to build a showy but unsound structure. The fact that more time is essential in this work is being recognized and a plan is coming into

quite general use of having double recitation periods and requiring less prepared work.

SECOND YEAR GERMAN

Under our arrangement of recitation periods the pupil has much more time for speaking the language in the second year's work. And the better the understanding of grammatical principles obtained from the first year's work, the more time there is for actual use of German later and the more correct will the use of it be. All topics mentioned under German I are carefully reviewed, more detailed work is done with pronouns—relative, demonstrative and indefinite; the passive voice is learned, reflexive and impersonal verbs, and the uses of the subjunctive mode taken up in detail. For all this review work lessons are outlined and kept in a note book. There are in these outlined lessons references to the state text; fuller or different statements concerning the topic under consideration, when profitable; and new sets of sentences to be written in German. Repetition of once-used exercises is uninteresting and unnecessary. The reading for this year is selected from the following list: Grimm's "Maerchen," Gerstaecker's "Germelshauser," Zschoppe's "Der Zerbrochene Krug," Storm's "Immensee," Wildenbruch's "Das Edle Blut," Benedix's "Die Luegnerin," Leander's "Trauemereien," Bacon's "Im Vaterland," Auerbach's "Brigitta," Mosher's "Wilkommen in Deutschland." It is easy and profitable to have good and varied reading for the second year.

THIRD YEAR GERMAN

Each added year in modern language is more satisfactory and more pleasant. There is little need now for drill on fundamentals. Such an advanced Composition as Bacon's offers exactly the kind of work needed—drills on specific words of common use, typical German phrases, much-used idioms, interesting historical notes and, incidental to this "brand new" material, the review of every grammatical principle. The reading can be from the very best of German works. It is generally chosen from the following list: Heyse's "L'Anabbiatta," Heyse's "Die Blinden," Auerbach's "Brigitta," Baumbach's "Der Schwiegersohn," Goethe's "Herman und Dorothea," Lessing's "Minna von Barnhelm," Riehl's "Der Fluch der Shonheit," Riehl's "Das Spielmannskind" and Schiller's "Wilhelm Tell." We have always put off the study of "Wilhelm Tell" until the second half of the third year and it has always been the favorite classic of all pupils. At that time it is actually easy reading, is invariably considered so. Sixty to eighty lines is one assignment. Enough German has been previously read that each individual pupil of his own accord remarks the beauty of the diction. The translation is so easy that the characters and action stand out clearly in the pupil's mind and he is enthusiastic from the start and throughout the reading. He has studied the construction of plays in English and intelligently criticizes the development of characters and formation of plots. This is all the natural outcome of reserving it to the last of the third year's work. We have listened to recitations on Wilhelm Tell by second-year pupils where thirty lines were laboriously untangled for one day's work, grammatical constructions had to be dwelt upon and the effort was so great that the story was lost, characters were confused and the idea of beauty of language never occurred to the pupil's mind. One and a half years can make that great a difference. When it is reserved for the third year there is always a "good taste" left and frequently a stronger desire to continue the study of German. There is a great abundance of interesting collateral reading with Wilhelm Tell, such as Swiss legends, Swiss customs and stories of the Alpine avalanches mentioned in the play. There are scores of beautiful postcards of Swiss scenery which we show with the reflectoscope. We have also heard the Tell music by Rossini on the grafonola. Last of the work in connection with this play is the biography of Schiller, whose nobility of character throughout a life of adversity seems to enlist still greater interest in and love for his work.

We have had occasional meetings of all German pupils after school, where we have played games, speaking only German; shown, with the reflectoscope, postcards of German cities and the Rhine, listened to legends of these places told by the pupils, and have heard records of German songs on the grafonola or have ourselves sung German folk-songs.



STUDY HALL

Department of Latin

THE FRESHMAN YEAR

The High School offers four years of Latin. The first year is a study of beginning Latin, based on the text "A Latin Reading Book," by Whittemore. In this year the foundation principles of Latin grammar are studied along with illustrative sentences, both Latin sentences to be translated into good English and English sentences to be translated into Latin. Sentences of the latter type are of particular value in developing the memory and reasoning faculties. There are also reading lessons based on the early history of Rome, which appeal to the students' usual liking for history and thus aptly connect the Latin language with the ancient Romans who spoke it. Another practice employed in beginning Latin classes which adds greatly to the general interest is the comparative study of Latin and English. Different Latin roots are taken and their English derivatives searched out and discussed. In this way the students increase their English vocabulary and fix in mind more firmly the Latin roots.

THE SOPHOMORE YEAR

In the second year some real Roman history is read as written by Caesar. The first four books of his "Gallic Wars" are translated. Besides the excellent training obtained by translating the Latin into good and correct English there are some important historical facts. We learn of the traits and habits of the barbarians living north and west of Rome. The fickleness and instability of the Gauls, the hardiness of the Germans and the peculiar characteristics of the maritime people on the island of Britain are all of unusual interest as depicted by Caesar, who carried on so many

successful wars with these peoples. The composition of the Roman army, its manner of marching and its camp life are all items of equal interest. There is also a composition course studied in the second year. In this course a review of the main principles of grammar as presented in the first year is taken up with illustrative sentences based on the writings of Caesar. Besides this some new rules of grammar as illustrated by Caesar are studied, particularly the use of the subjunctive mood in dependent sentences. The objects of the second year Latin are to fix firmly in mind the fundamental principles of Latin grammar, to translate readily and correctly into good English, and to relate the subject matter which is translated to Roman history and to practical life.

THE JUNIOR YEAR

Cicero's orations as edited by D'Ooge are studied in the third year. The four orations against the Catilinarian conspiracy are read, also one in defense of the poet Archias and one in behalf of the Manilian Law—six in all. In this year we get an even better view of Roman life. The city of Rome, the Roman Senate, government officers, Roman religion and the home life of the Romans are all topics of vital interest during this year's study. The composition course in the third year takes up the more difficult rules of grammar as they are found illustrated in Cicero's orations and as the students find them illustrated in fourth year Latin. A thorough study of the use of the subjunctive mood is made. This includes its use both in independent and dependent clauses. Bennett's Latin Grammar is the reference text throughout the second, third and fourth year Latin.

THE FOURTH YEAR

In fourth year Latin the first six books of Vergil's Aeneid are studied. This is perhaps the most interesting Latin which is read in High School. The historical setting of the Aeneid, its mythological allusions, its inherent literary value, make it a subject of great interest and charm to the students. Some of the descriptive passages are easily on a par with any descriptions found in English literature, and the making of these comparisons adds greatly to the interest and ability in translating. Due to the poetic style of the Aeneid there is much freedom of translation given, which demands the use of the best English at the student's command. Naturally too, much attention is given to scansion and poetic structure. No course in composition is offered in this year. The grammatical principles are studied only as they are illustrated by the text.

Thus the second, third and fourth years embrace three distinct styles of literature—history, oratory and poetry. The three great authors—Caesar, Cicero and Vergil—are worthy of study by everyone.

Department of Mathematics

ALGEBRA I

High School Mathematics owes its place in the curriculum not to the information obtained from it, but to the difference it makes in the thinking of students. So far as mere knowledge is concerned all the facts of Algebra and Geometry needed by the average individual are taught in Arithmetic under the topics of mensuration and the use of the equation. Nor is skill in computation the aim of the High School. The boy and girl who do not come out of the eighth grade able to handle figures accurately and with reasonable speed rarely get this ability later, for the simple reason that the operations of Arithmetic to be performed efficiently must become automatic, and consequently must be mastered during the years when memory is the chief activity of the mind. This period is past by the time the average boy and

girl enter High School. At High School age the most important factor in education is the development of the newly awakened self-consciousness and individuality of the pupil. Algebra and Geometry function largely in this development in that they set before the student simple, definite examples of clear, accurate, logical reasoning, and train him to rely on his own judgment rather than the authority of some one else. In a more particular sense, they form an excellent introduction to scientific study in general, for the reason that of all the sciences, mathematics is the most nearly exact in method and by far the simplest in material. Furthermore, mathematics furnishes the language in which the results of all scientific investigation are finally stated, namely, the algebraic formula.

The Freshman course in Algebra is an introduction to mathematics considered in this larger sense as a science and not as a body of rules by which problems may be worked. The numbers and concrete terms of Arithmetic are replaced by letters, and the laws of the four combinations familiar in Arithmetic, addition, subtraction, multiplication and division, are applied to them. The use of letters instead of numbers brings out the fact that expressions tend to group themselves under a few distinct types—for example, "a" may represent any whole number whatever, "a" over "b" any fractional number. To classify problems under their type forms, and to discover and put to use the principle by which each type is handled, then becomes a very large part of the work. Fractions are treated very much as in Arithmetic, and about the same share of time is given to them as in the average year's work in Arithmetic. The statement of problems in Algebraic terms is emphasized in the chapters on the equation, and is very important in that it emphasizes the necessity of a definite, precise understanding of what one has read. Powers and roots are also discussed, as these are employed in the solution of the quadratic equation, which is the last new topic studied in the year. The solving of problems is really the least important part of the course, as this is largely mechanical, and may be purely imitative.

ALGEBRA II

Algebra in the High School should be taught from two standpoints, first, as a tool, and second as a type of thought. From the first point of view, it is the most powerful instrument yet devised for handling the problems of science. Accordingly, the formation and use of the formula and equation should become so familiar to the student as to be automatic. To this end, constant repetition and drill are necessary, and consequently are a large and important part of the third year of Algebra. One point in which the state text is weak and which must be guarded against is the constant use of the same letters. Very frequently a pupil can think and work only in terms of "x" and "y," and has to translate the "F" and "v" of Physics into those letters before he can proceed any further. For this reason, the literal equation such as D-RT, in which each letter is to be expressed in terms of the others, is a topic which requires particular emphasis.

Another topic which is valuable on account of its usefulness and applicability is that of logarithms. In logarithms, addition and subtraction take the place of multiplication and division, while the latter take the place of powers and roots. Thus the cube root of a number may be found by dividing its logarithm by 3. Very frequently, the work in Algebra is so crowded that there is not sufficient time left for logarithms. In this event the topic may be included in the course in Solid Geometry.

Viewing algebra as a type of thought, its chief characteristic is the substitution of symbols for concrete things. The parts of Algebra in which this idea is brought out most clearly are those dealing with the theory of exponents and the quadratic equation. In the former, powers and roots, radicals, fractional and negative exponents and imaginaries are shown to be merely a development in various forms of such simple expressions as A.A equals A squared, and $(-A)$ squared equals A squared. To be sure, these topics are discussed in Algebra I, but the student is much better able in his Junior year to get a clear understanding and appreciation of the process of reasoning by which their relationship is established. The quadratic equation, however, is the most striking instance found in elementary science of the way in which a single expression may serve as a type for a multitude of forms. The solution of the quadratic is developed in three ways (1) Factoring, (2) Square root—or,

"completing the square," (3) The use of a formula developed from solution by square root. In addition to this, a study is made of the features of the equation which determine the nature of the roots.

The graph is used, not only as an introduction to the study of equations, but also as a means of relating Algebra to Geometry. Considered in this light, the first degree equation corresponds to the straight line, and the quadratic becomes the Algebraic interpretation of two-dimensional space. The solution of equations by the use of graphs, that is, the determination of points which satisfy the required conditions, gives a new meaning to the "locus" of Geometry.

The object of the course is not to present Algebra as a complete and finished subject, but rather to impress the pupil with the idea that while he has gained enough knowledge to be of valuable assistance, he really has mastered only the "a, b, c" of mathematics, and that there lies ahead of him a world of thought which will challenge every faculty of mind and imagination to conquer it.

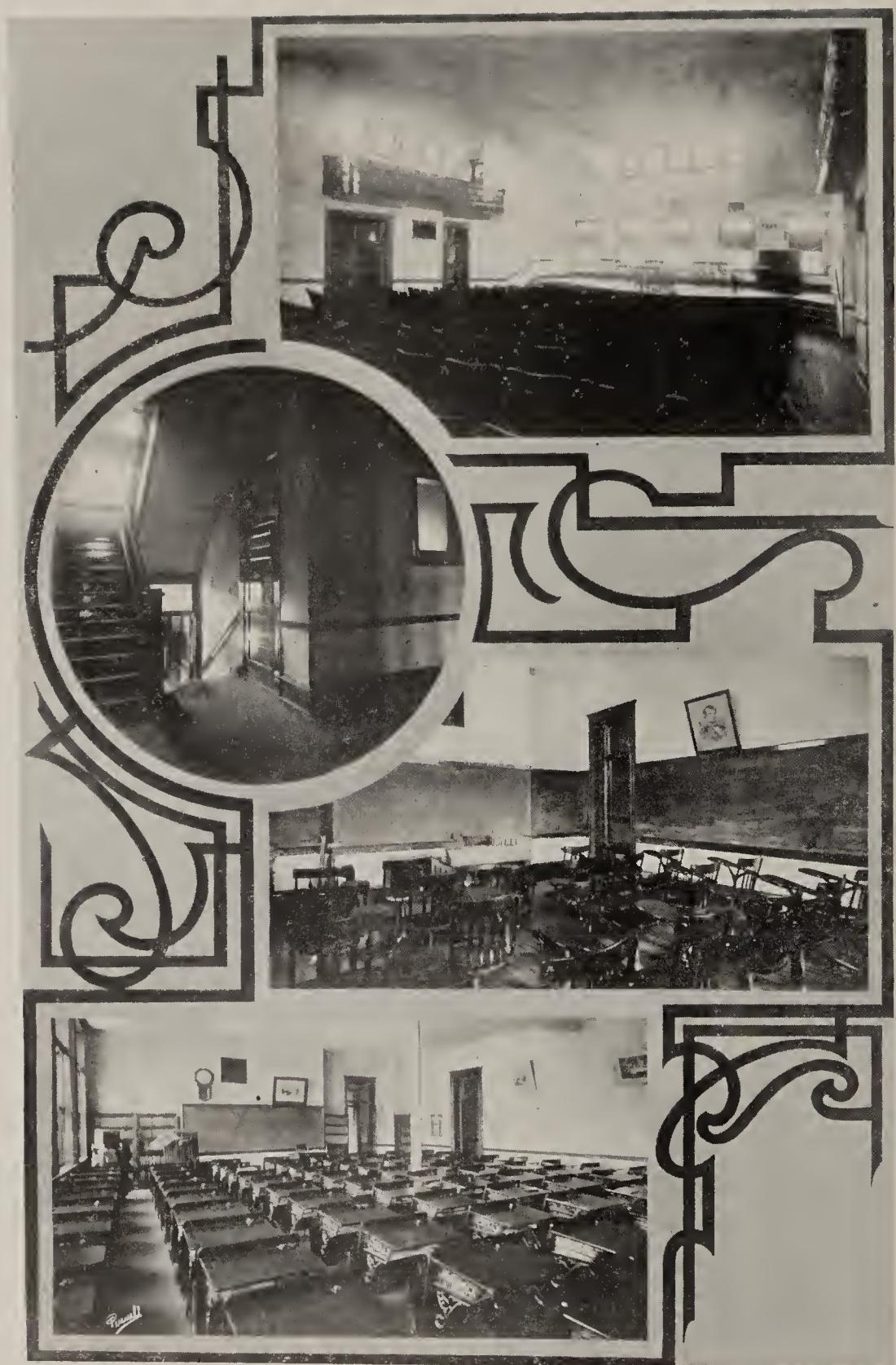
PLANE GEOMETRY

Geometry is both a mental and a physical science. It is concerned with everything which occupies space, for it is the study of forms. In this respect it is the business of Geometry to investigate and classify figures according to their common properties, and to formulate the laws which determine their relationship to each other. From this standpoint Geometry serves to point out the common laws which are in force in all forms of nature. For instance, take the regular hexagon, which may be made up of six triangles, the sides and angles of which are all equal. This figure is the basis for all the various forms of snow-flakes; the cell of the bee is invariably hexagonal; the blood vessels of the human body under unusual pressure are forced into such a shape that a cross-section takes the shape of a hexagon; and an orchard may be planted to the best advantage by laying out the ground in a series of equilateral triangles with a tree at each vertex. A close observation will discover the fact that wherever in nature economy of space is needed, the hexagon is the form chosen. Furthermore, Geometrical forms are the basis of architecture, of painting, and in fact, almost every other art, and a knowledge of them is necessary for an appreciation of the elements of proportion and symmetry wherever these occur. Accordingly, drawing is an important part of the work in Geometry, as there is no better method of becoming familiar with the properties of a figure than by constructing it accurately.

But Geometry is also a mental science in that the truth of its theorems is established not by observation or measurement, but by a rigid process of reasoning, commonly called the "demonstration." Certain assumptions are made, and on these as a foundation, principles are carefully and logically worked out. Nothing is admitted to be true merely because it looks reasonable, and on the other hand, nothing is accepted contrary to the guidance of common sense merely because a proof convincing in appearance has been worked out. From this point of view the object of Geometry is, as it has been for several hundreds of years, to train the brain to an appreciation of clear cut, logical thinking, unprejudiced by feeling. This is not accomplished, of course, by the mere memorizing of proofs, but rather by original work, so arranged that the argument consists of but one simple step at first, but gradually becomes more difficult. The demonstration of theorems given in the text-book is required, in order to see how well the pupils have followed and understood the reasoning, but exact reproduction is neither demanded nor encouraged. In fact, some of the more complicated theorems are discussed in class, and the student required to master only certain points of the proof. Numerical exercises, while they do not call for any careful or sustained reasoning on the part of the pupil as a rule, are of value in that they help to make clear and fix in mind the more important theorems, and also show the applicability of the algebraic formula to the work of Geometry. The note book is a feature of the work enjoyed by neither teacher nor pupil, but is useful in that it emphasizes concise, accurate statements and neatly drawn figures.

SOLID GEOMETRY

The Geometry of two dimensions is studied today before that of three dimen-



SNAPSHOTS IN THE BUILDING

sions, possibly because it was so developed in the history of the race. The first Geometry was a crude kind of land measurements and it was several hundred years before solids were discovered. With the use of drawings only, Solid Geometry requires a more vivid space-imagination than does Plane Geometry, but with actual models of cubes, cylinders and spheres, the work becomes quite simple. The theorems of Plane Geometry are employed freely, and a large part of the work consists of combining and applying these wherever possible. The content value of Solid Geometry is greater as a whole than that of Plane Geometry. The measurement of surfaces and volumes is worked out by means of algebraic formulas, and the exercises consist to a large extent of applications of these formulas.

COMMERCIAL ARITHMETIC

The course in Commercial Arithmetic covers one term, and is open to any High School student. The primary object is to give practical training and drill to those students who intend to take up commercial work later. The course is not at all technical, however, and the simple business applications made are such as every one should be familiar with.

A thorough and systematic review of the fundamental processes—addition, subtraction, multiplication and division—is given, including whole numbers, common fractions, and decimals. Abundant drill exercises are furnished through which pupils may learn to deal with numbers accurately and with reasonable speed. Proportion, square root, and mensuration, with common business measurements, are discussed later, and application made to practical problems of an industrial nature. The general applications of Arithmetic to business are made under the following topics: Accounts, buying and selling, borrowing, loaning, and investing money, and cancelling indebtedness. It is not forgotten, however, that before the average person invests money, he must save it, and problems dealing with efficient household management are given.

The emphasis is laid not so much on the method of solution and results, as on the application of topics to the affairs of the ordinary individual. It does not matter very much whether or not a pupil knows what the yearly cost of an accumulative bond is, but it may make a great deal of difference to him later if he realizes that a little over \$25 of his own money saved and put at interest every year at 6 per cent will amount to \$1000 in 20 years. It causes some amusement to see 10 minutes of labor at the rate of 12c an hour counted in the cost of canning one jar of fruit, but the pupil who works out problems of this kind will come to see that the really ridiculous thing is the hap-hazard housekeeping which puts no money value whatever on home labor. A course in Commercial Arithmetic cannot train a boy to become an expert business man any more than it can train a girl to become an efficient home maker, but it has accomplished its aim if it teaches boys and girls to have an intelligent appreciation of efficiency and business management both in making a living and keeping a home.

Department of Science

GENERAL SCIENCE

The Science courses offered in a High School Curriculum have of late become so numerous and specialized that no student can longer hope to cover the whole field. These courses, however, are so inter-related that some knowledge of all is necessary for a mastery of any particular branch. What a beginner in Science should have is an understanding of some of the general principles underlying all the sciences, before attempting to specialize along any particular line. This condition is met by the course offered in Elementary or General Science.

While the aim of the course is not to have the student acquire but rather

correlate facts, still the course supplies the student an abundance of useful information. The subject matter deals with the every day experiences of life, giving the "How and Why" of many natural phenomena without becoming technical. Material peculiarly suited to the minds of the beginners in High School is selected from the abundance of information to be obtained from the realms of Physics, Chemistry, Botany, Zoology, Agriculture, etc., and organized into a unified whole. In this course many of the wonders of the physical world surrounding the student, as well as the scientific world of man's creation, are explained, many of the miracles and unexplained phenomena about him become intelligible and useful to him.

PHYSIOGRAPHY

Physiography deals in part with the relation of the earth to the sun, but more especially with its relation to man. A study of the solar system reveals the cause of seasonal changes, climatic zones, day and night, tides, and the phases of the moon.

The three most general physiographic features of the earth are, the atmosphere, the ocean, and the solid crust. The atmosphere varies as to pressure, temperature and moisture content. The proper variation of these factors results in the production of winds, clouds, and precipitation in its various forms. The ocean is the "highway of the nations." Its waters are acted on by the wind to produce waves and ocean currents; by the sun and moon to produce tides. These movements of the water are responsible for the complete alteration of the outline of continents. The crust of the earth is not fixed, but is continually undergoing changes. Rocks are formed and later decomposed into soil. Mountains rise out of the ocean, exist for a time, are worn down by the various erosive and weathering agents until they are completely obliterated. River systems, lakes, volcanoes, and water falls develop and later cease to be. Even continents come and go.

The physiographic features of the earth and the changes they undergo are responsible for the production and distribution of our present forms of animal and plant life. The plant life in turn is a vital factor in determining national development and prosperity.

PHYSICS

The year's course in Elementary Physics embraces a study of mechanics, heat, sound, light and electricity. The attempt is made to preserve the golden mean between an empirical and a purely technical course. Frequent use is made of every day phenomena in illustrating the principles of Physics. A collateral laboratory course is given along with the text-book work, the aim being to dovetail the fund of information about things physical already possessed by the student with results obtained in the laboratory. A number of problems are introduced for the purpose of fixing in the student's mind the applications of general principles to a variety of specific cases.

The subject is studied as far as possible from the local standpoint. In case a study is being made of hydrostatics and hydraulics, the local municipal water system becomes a topic for discussion. In case it be heat, the operation and points of superiority of the heating systems of the school buildings and homes is made clear. Should the class be familiarizing themselves with the gas laws and their application in refrigeration, the local gas plant and the Belle Springs creamery are inspected. The subject of current electricity is illuminated by making a visit to the power plant where the student has an opportunity of seeing how electrical energy is generated on a commercial scale.

The Physics laboratory is fitted with water, gas, and the city current connections. It contains a dark room in which experiments in light are performed and demonstrations made of various electrical discharges. The department possesses, in addition to the apparatus required for the performance of the regularly prescribed experiments, a number of pieces of apparatus which are invaluable for class demonstration purposes.

The experiments performed by the students during the past year are as follows:

1. Determination of relation between diameter and circumference of sphere.
2. How to find the volume of a cylinder.



PHYSICS LABORATORY

3. How to find the density of steel spheres.
4. How pressure beneath the free surface of a liquid varies with depth.
5. Archimedes' principle and the density of a solid.
6. Archimedes' principle and the density of a liquid.
7. Density of a solid lighter than water.
8. Boyle's Law.
9. Cooling by evaporation, Dew point.
10. Resultant of two forces.
11. The laws of the pendulum.
12. Hooke's Law.
13. Charles' Law.
14. Coefficient of expansion of brass.
15. The principle of moments.
16. The inclined plane.
17. The specific heat of a metal.
18. The mechanical equivalent of heat.
19. Cooling through change of state.
20. The heat of fusion of ice.
21. The heat of vaporization of water.
22. The boiling point of alcohol.
23. Effect of pressure on the boiling point.
24. Laws of reflection from plane mirrors.
25. Relation between intensity of light and distance.
26. Magnifying power of a single convex lens.
27. The focal length of a concave mirror.
28. Laws of image formation in convex lenses.
29. Prisms.
30. Index of refraction.



CHEMISTRY LABORATORY

31. Laws of vibrating strings.
32. Wave length of a note of a tuning fork.
33. Magnetic fields.
34. Molecular nature of magnetism.
35. The voltaic cell.
36. The magnetic effect of a current.
37. Properties and applications of the electromagnet.
38. Wheatstone's bridge.
39. Efficiency of carbon and tungsten lamps.
40. Boiling an egg by means of electricity.
41. Electrolysis and the storage battery.
42. Induced currents.
43. A study of a small motor and generator.

CHEMISTRY

Chemistry is one of the great forces which is determining the civilization and development of mankind. The physician makes abundant use of it in combatting disease, the progressive manufacturer in improving processes and products of manufacture, the sanitary chemist in the treatment of municipal water supply and sewage, and the metallurgist in the extraction of metals from their ores. Progress in other sciences has been in a measure based on the discovery of the chemist. The scope of chemistry is so great that some knowledge of the subject is essential to those who wish to keep in touch with the progress of civilization.

The course as offered gives as much attention as possible to the practical sides of the subject without neglecting the basis for its advanced pursuit. Some time is devoted to the consideration of the fundamental laws, theories, and principles of the subject. These must be understood for they serve as a foundation upon which the applications rest.

Among the many phenomena of every day life which require some knowledge of chemistry for their proper interpretation may be mentioned, the decay of wood, rusting of iron and tarnishing of metals, combustion, bread-making, souring of milk, the conversion of cider into vinegar, the proper use of cleaning powders, and

the nature, preparation and digestion of food. Along with the study of the various elements and compounds, the use of these substances in the manufacture of some of our great commodities is shown as, for example, explosives, mortar and cement, soap, crude oil and coal tar products, sugar, paint and steel.

Department of History and Government

ANCIENT HISTORY

The aim of this course is to give a real background for the student's knowledge of present social, political, industrial, religious and economic conditions. A reason for each of these conditions is to be found somewhere in ancient or modern European history. The object is to lead the pupil to see that civilization is not a product of chance but a slow and gradual development. Emphasis throughout the year is on the present and its relation to the past rather than on the past and its relation to the present. The point of view is from the present back to the past. Questions asking explanation of present institutions in the light of past history are a daily part of the course. It is hoped that in this way the interdependence of past and present may be partly shown, although it is recognized that a year course in Modern European History should be added to the history work of the High School before the work can be thoroughly done.

ECONOMICS

Many of the well-known principles of economics are encountered by the average High School student before he reaches the last of his High School work, but without a study of these economic laws and conditions he fails to get an adequate conception of their operation and effect. The knowledge gained by experience often is not organized and related consciously and this is best done in the class room. Application of the law to outside conditions is asked for frequently and examples of the practical working of economic law are called into discussion daily. A correlation between the theory of economics and current history is also attempted and this phase of the work will be more fully developed next year with the hope the more vital live issues may be introduced and discussed from their economic standpoint.

ENGLISH HISTORY

This course is given with a two-fold purpose. One is to trace the development of the Anglo-Saxon race as a matter of world history, and the other is to provide a proper foundation for the study of American History in the Senior year. The latter point of view colors the work quite largely. All the great landmarks in the struggle for freedom by Englishmen from the granting of Magna Charta in 1215 to the Revolution of 1688 are emphasized. Students are led to see their own history in the field covered prior to American colonial settlement. Those events that brought about the migration of the Puritans from England in the Stuart reign, and later the revolt of the colonies so formed and their consequent independence receive especial attention.

CIVICS

A systematic study of the structure and development of the American Government, national, state, and local, with emphasis upon actual workings. Current events as well as historical in executive, legislative and judicial departments of national and state governments are used to illustrate the various provisions in the constitution.

AMERICAN HISTORY

The place of American History in the American High School is undisputed and no justification for the time spent in its study is needed. The opportunity offered to

the teacher of American History to impress the pupils with the benefits, needs and dangers of our government is unlimited and neglect to do so is unpardonable in the teacher. Nowhere else, except in the teaching of Civics, is this opportunity so great and nowhere else is the opportunity for impressing the younger generation with the duties and privileges of citizenship more pronounced.

With these ideas in mind the purpose of American History in this High School is obvious. It is not to be a matter of fact or memory study. It is not to learn of the past that the pupils ought to study American History, but rather to learn of the present and future. A knowledge of past experience of a nation is the only safe basis for future action in that nation, and without a study of American History with this fact always in mind the High School pupils of America go into life without a single conscious effort having been made to give them a firm basis for future social activity.

Department of Home Economics

DOMESTIC ART

The object of this course is to teach economy and suitability in the purchase and making of clothing, and to give one an understanding of the principles of hand and machine sewing with practice to enable one to make and keep in repair one's own clothing.

The first semester recitation work is studying fully the production of the different subjects as: needles, pins, scissors and shears, machines, emery, thimbles, buttons, hooks and eyes, cotton, linen, silk and wool.

The practice work consists of making simple stitches, as running, basting, overcasting, overhauling, hemming, backstitching; seams, as, French, felled, hemmed and overhand; hems, as plain, French, faced and extension; repairing (1) by patching as hemmed, overhand and darned patch, (2) by darning, as on linen, cotton or stocking darn; fastenings, buttonholes, hooks and eyes, eyelets, tape and blind loop, simple embroidery stitches as chainstitch, feather stitch, hemstitch and blanket-stitch. Sewing bags, laundry bags, boudoir caps, handkerchief cases and pillow cases were made the latter part of the semester to illustrate stitches, seams and hems made the former part of the semester.

The second semester lecture work takes up in detail the production of cotton and linen goods, also embroideries and laces as used in trimming garments; the comparing home-made and ready-made underwear as to durability and condition under which it is made.

The practice work consists of the drafting of individual patterns for underwear and the making of it.

DOMESTIC SCIENCE

The purpose of this course is to teach the application of the principles of cookery in the preparation of food; to teach the general principles in accordance with which food materials are combined in the foundation dishes, so that the student need not be dependent upon a recipe book; to illustrate methods by which heat is applied to food; to show by experiment the effect of heat upon food materials; to illustrate various ways of serving foods prepared; to familiarize the student with cost of food by the calculation of actual cost of recipes used; and that work well and skillfully done is not a drudgery.

The first semester recitation or lecture work consists of a study of the different classes of foods and these combined to make more complex foods.

The laboratory work consists of a study of the food materials as follows: Water as in beverages and water ice; fruits, fresh and dried; sugar, illustrating different stages as in cookery of candy; starch, experiments especially show effect of dry and moist heat, then applied to cookery of starchy foods; fats, as in deep fat (frying)



DOMESTIC SCIENCE ROOM

or shallow fat (sautéing); protein, as to cookery of meats especially; gelatine dishes, leavening agents and flour mixtures; salads; frozen dishes; and a study of table setting and serving a meal.

The second semester is devoted to (half time) invalids' cookery and (half time) canning and preserving of fruits and vegetables. In the lecture or recitation work in invalids' cookery, diseases are studied under the following general classes:

1. Functional disorders.
2. Digestive disorders.
3. Disorders of absorption.
4. Disorders of metabolism.

Each is studied as to the general causes, symptoms and treatment. While in the laboratory work each is studied as to dietetic causes and treatment. This is illustrated in practice work by preparing foods, then trays for the sick and convalescent. The last half of the semester is devoted to canning and preserving of fruits and vegetables. The lecture work covers: the favorable and unfavorable growth of yeast, bacteria and molds; the methods of destroying these micro-organisms; and methods of food preservation. In the laboratory work some fruits or vegetables as, tomatoes, asparagus, rhubarb, etc., may be canned; jellies such as orange or lemon may be prepared and rhubarb jam to illustrate different ways of preserving fruits.

Department of Manual Training

Years ago began a revolt, now widespread, against the purely bookish character of school education. This revolt has so changed the nature of our schools that now any school would be seriously discredited if it did not offer some form of hand work or manual training. We have come to know that many of the pupils in the public schools are able to think best in things, and not in words; that their field in life is the practical and the constructive, rather than the ideal and the theoretical. Further, we now see clearly that this large class of students have a sound and valid claim on society for education designed to meet their needs. If we deny these, we must deny all. We are coming to see that a boy may put just as much sound thinking, scholarship, and idealism into the making of a library table or a lamp stand as he does into the translation of a passage of the Aeneid. And there is the added fact that the skill and knowledge gained in the making of the table has a more apparent and marketable value than has the skill he gains from the translation of the ancient language.

The problem of the school is to organize and direct the work in Manual Training so that it calls for truly educational effort, cultivates proper ideals of accurate and artistic construction and finish, and at the same time brings to the pupil the largest possible amount of practical and useful information to be applied in his life after school.

Our Manual Training room is equipped with 19 single benches, each provided with a separate drawer and complete set of tools for each student who uses the bench. Each bench is provided also with an excellent quick-action vise. The room is furnished with a Crescent Machine Company band-saw, motor driven, a most useful tool, saving many hours of unproductive hand labor.

The success of the department during the two years it has been in operation has been very gratifying. The large majority of the students develop real skill in construction and design, and display great interest in the work. While the students are at times required to construct various articles for school use, and to make repairs and additions in the various school rooms, they are also permitted to construct work to take home as their own possession. In this latter case, the cost of the material used is charged against them.

In first year work each pupil is required to make a number of "problems,"

small models involving a progressively difficult series of joints to be applied in later work. This is followed by cabinet making and carpentry of the simpler form. The interest of the pupil is caught by leading him to construct articles for which he has a need.

In the second year students advance to more difficult work. Cabinet making of a much more advanced type is undertaken. Library tables, desks, decorative lamp shades and stands of walnut and oak are some of the things made in this year. Special attention is paid to finishing, and to form and design in this year.

**LIST OF ARTICLES MANUFACTURED IN MANUAL TRAINING DEPARTMENT
FIRST YEAR CLASS. 1914-15**

15 Waste Baskets at \$2.....	\$30.00	1 Reading Lamp	5.00
1 Book Holder.....	1.50	1 Foot Stool	1.00
1 Book Shelf.....	1.25	2 Necktie Racks .....	.75
1 Leg Rest.....	2.00	1 Clock Shelf	2.50
1 Pedestal	5.00	1 Picture Frame .....	.15
1 Toe Board	1.00	1 Motor Frame .....	.25
1 Hall Tree	3.00	1 Ribbon Rack	1.25
1 Pedestal	2.50	1 Wall Cabinet	4.00
1 Lamp Stand	3.00	1 Pedestal	4.50
1 A. H. S. Stool.....	1.00	1 Hall Tree	4.00
1 Tie Rack.....	1.00	1 Foot Stool	1.00
1 Tie Rack .....	.50	1 Tie Rack	1.00
1 Silverware Box	1.50	1 Foot Stool	1.00
1 Tie Rack .....	.40	1 Tabouret	1.75
1 Pedestal	3.00	1 Pedestal	2.00
1 Lamp (Newel)	10.00	1 Small Library Table.....	.75
1 Shaving Rack	1.00	1 Walnut Tie Rack.....	.35
4 Boat Oars	3.00	4 Cedar Tie Racks at 75c.....	.60
1 Book Rack .....	.60	1 Oak Tie Rack.....	.15
1 Comb Case .....	.30	Repairs on benches, hurdles, etc.	3.00
1 Medicine Case	3.00	1 Foot Stool	1.00
1 Clock Shelf	2.50	1 Pedestal	1.00
1 Electric Lamp	10.00	1 Hot Bed Frame.....	.75
1 Stool	1.00	1 Porch Box	1.50
1 Chandelier	7.00	Wall Shelf .....	.50
1 Porch Swing	7.00	Motor box for band saw, repairs on hurdles and benches.....	1.00
1 Caesar's Bridge	1.00	1 Porch Swing	6.00
1 Foot Stool	1.00	1 Foot Stool	1.00
1 A. H. S. Stool.....	1.50	1 Ash Tray	2.50
1 Tie Rack .....	.50	1 Ironing Board	3.00
1 Pedestal	5.00	1 Porch Swing	8.00
1 Reading Lamp	15.00	1 Flower Box	1.00
1 Drawing Cabinet	15.00	1 Tie Rack	1.00
1 Book Rack .....	.75	1 Tabouret	3.00
1 Tie Rack .....	.50	1 Foot Stool	1.00
Work on Chapel Doors.....	5.00	2 Magazine Racks at \$3.....	6.00
1 Book Rack .....	.75	1 Necktie Rack .....	.25
1 Blotter Holder .....	.50	1 Ceiling Lamp	5.00
1 Book Rack	1.00	1 Clock Shelf	2.50
1 Foot Stool	1.00	1 Reading Lamp	7.50
1 Magazine Rack	3.00	1 Bulletin Board .....	.75
Repairs on Camera (enlargem't)	.50	1 Book Rack	2.00
1 Medicine Case	3.00		
1 Small Lamp	4.00	Total	\$258.05
1 Writing Desk	5.00		
1 Bulletin Board .....	.75		

LIST OF ARTICLES MANUFACTURED IN MANUAL TRAINING DEPARTMENT
SECOND YEAR CLASS, 1914-15

20 Waste Baskets.....	\$ 2.00	1 Wall Book Rack.....	2.25
1 Small Box .....	.50	2 Stools at 50 cents.....	1.00
1 Clock Shelf	5.50	1 Sleeve Ironing Board.....	.75
1 Clock	7.50	1 Clock Shelf	2.25
Work on Chapel Doors.....	4.00	1 Tool Chest	10.00
1 Piano Lamp	6.50	1 Library Lamp	5.00
1 Serving Table	20.00	Book Shelves	6.00
1 Stool .....	.50	Trestles for under lockers.....	2.00
1 Shaving Mirror	8.50	1 Table	15.00
1 Sink Drain	3.00	1 Foot Stool.....	2.50
1 Flower Stand	2.00	1 Stand	10.00
1 A. H. S. Stool.....	3.00	1 Lamp	6.00
1 Foot Stool	1.50	1 Book Stand.....	3.00
1 Box	1.50	1 Table	15.00
Book Shelves	7.50	1 Clock Case.....	.50
1 Book Rack	1.00	1 Table	15.00
1 Writing Desk	10.00	1 Table Lamp.....	5.00
1 Foot Stool .....	.65	5 Tie Racks	1.25
1 Chair	4.00	5 Light Chandeliers	50.00
1 Medicine Cabinet	5.00	Lockers	5.00
1 Writing Table	15.00	Wall Lamp	1.00
1 Lamp	8.00	1 Porch Swing	5.00
1 Stool	1.00	1 Chair	10.00
1 Necktie Rack .....	.50	1 Table	15.00
1 Porch Swing	7.00	1 Table	20.00
1 Lamp Stand	2.00	1 Extension Table	40.00
1 Sewing Box Cupboard.....	5.00	1 Pedestal	5.00
1 Ward Robe	2.00	4 Stools	3.00
4 Benches	6.00	1 Magazine Rack	5.00
2 Tie Racks .....	.50	2 Book Racks at \$1.....	2.00
1 Hot Bed Frame.....	2.50	1 Library Table	30.00
2 Collar Boxes	1.00	4 Stools at \$1.....	4.00
2 Large Boxes	2.00	1 Tabouret	5.25
1 Checker Board .....	.75	1 Pedestal	7.25
Trestles under Lockers.....	1.00	1 Coat Rack	6.25
1 Pedestal	8.80	1 Pedestal	1.50
1 Foot Stool	7.30	1 Foot Stool	4.00
1 Foot Stool	7.00	Cabinet Doors	10.00
7 Boat Oars	10.00	2 Porch Swings	14.50
1 Picture Frame	3.00	1 Tabouret .....	.75
1 Lap Board	2.00	1 Medicine Case	6.00
1 Book Rack	4.00	1 Handkerchief Box .....	.75
1 Leg Rest	10.00	1 Book Rack	1.50
Work on Chapel Doors.....	1.00	1 Picture Frame	3.50
Miscellaneous	5.00	1 Clock Shelf	2.50
Shelves	6.00	1 Small Box .....	.75
Doors	15.00	Work on Chapel Doors.....	2.00
1 Table	10.00	1 Small Child's Swing.....	.50
1 Tabouret	8.00	1 Ironing Board	1.75
1 Stool	1.50	1 Paper Rack	5.00
1 Medicine Case	5.00	Shelves	6.00
1 Hall Tree	6.00	1 Book Rack	4.50
Window Boxes	5.00	Book Rack Blocks.....	4.00
Cup and Dish Holder.....	8.00	1 Paper Roll Rack.....	1.00
Shelves	3.00	Repairs on Lamp.....	.50
Legs for Table.....	5.00	Assembling of Parts of Lamp.....	3.50
1 Tabouret	6.00	4 Wall Bracket Lamps.....	30.00
1 Small Veneered Wood Box....	.50	1 Library Table	30.00



MANUAL TRAINING ROOM

1 Library Lamp	15.00	1 Walnut Book Rack.....	1.00
2 Porch Lamps	15.00	1 Walnut Sewing Cabinet.....	30.00
1 Book Rack .....	.40	1 Display Stand	1.00
1 Piano Lamp	15.00	1 Trophy Case	25.00
Vaulting Standards	1.00	1 Book Rack	3.00
Lockers (Athletics)	5.00	1 Medicine Chest	5.00
2 Stools	1.00	1 Mahogany Tabouret	15.00
1 Writing Desk	20.00	1 Stand Lamp	20.00
1 Pedestal	3.00	1 Mahogany Collar Box.....	5.00
3 Foot Stools	6.00	1 Mahogany Pedestal	10.00
1 Drain Board	1.50	1 Work Box	2.50
1 Table	3.00	2 Stools	1.00
1 Trophy Case	25.00	1 Chest	7.50
Laboratory Stools .....	.50		
1 Screen Door	3.00	Total Second Year.....	\$982.15
1 Cypress Table	5.00	Total of both sections, '14-'15	\$1280.20
1 Tie Rack .....	.50		

Department of Normal Training

NORMAL REVIEWS

The Normal Training review subjects include Geography, Grammar, Reading, each twelve weeks, and Arithmetic one semester.

GEOGRAPHY

The subject matter of Geography is presented as a condition of controls and responses. The world as a whole is reviewed as to temperature, zones, wind belts, and ocean currents. Each continent is located in regard to these physiographic elements. The modifying effect of its topographic features and consequent control over life is emphasized.

GRAMMAR

A period of five weeks is devoted to a review of the essential elements of the sentence; adjuncts; adjective, adverbial, and noun clauses and the independent elements of the sentence from Gowdy's English Grammar. The same length of time is given to discussing the parts of speech in detail from Scott & Southworth's "Lessons in English." Two weeks' discussion of methods of teaching composition closes this course. Rules that relate to the correct use of English and their application to daily speech are a prominent feature of this work.

READING

The theory as set forth in Sherman & Reed's "Essentials of Teaching Reading" is studied and discussed. Frequent drills in articulation and in the use of the diaritical marks are given. Selections are memorized illustrating time, grouping, emphasis, expression, inflection, force, quality, and effects.

ARITHMETIC

This course, given the second semester, is a review of the fundamental rules, fractions, decimals, the application of percentage involving commission, profit and loss, bank discount, trade discount, interest, partial payments, insurance, taxes, stocks, bonds, and mensuration with all its variations. Especial attention is given to methods of solution and presentation of the subject to pupils.

PSYCHOLOGY

While this subject is prescribed by the State Board of Education as a part of the Normal Training Course, it is open to other than Normal Training students. Pupils in all courses find it an interesting and very valuable study. On the Normal Training side, special attention is paid to child psychology, the law of development of mental powers, the succession of instincts and interests, and the problem of correlating school work successfully with these. The psychology of all school work, both instruction and discipline, is the subject of attention. The significance of play as a factor in child development and school work receives recognition. Needed reforms in present school practice and systems are suggested and the reason for these made clear.

On the general side of the subject, the non-normal training student learns the mode of operation of the human mind. He learns what significance mental habits have, how to choose the valuable and avoid the injurious ones. He learns to be tolerant of other people, to respect individuality, and especially to form his judgments carefully and to respect those who differ from his point of view.

The course is both valuable and popular. This is attested by the large enrollment, which always is the full capacity of a class room. At the close of the half year's work in this study, the normal training students of the class are required to take the state examination in it. In the five years this course has been offered, only one student from the Abilene High School has failed in the state examination.

METHODS AND MANAGEMENT

This course is one of the required subjects in the Senior year of the Normal Training course. It is open to students in this course only. Two texts are used, Charter's "Teaching the Common Branches" and Seeley's "School Management." The students find that there really is a science of teaching, a recognized method of procedure, based on psychological principles. Each study found in the common school curriculum is in turn studied. After the various types and methods of teaching are studied in theory, the students are taken to visit the class-rooms in the Garfield school close by, where they see teachers and pupils at work in exemplification of the principles they have been studying. Under "School Management" is taken up the question of how to organize and conduct a rural school. All forms of work from what to do on the first day to the making of the final report, receive the attention of the class and the instructor. That it is a valuable course for those who teach is self-evident. The student taking it leaves high school with a fairly definite notion of the problem awaiting her in the country school and is thus saved from failure.

PHYSIOLOGY

This course is required of Normal Training students, and very properly so, since a knowledge of hygiene is obviously necessary for the teacher. The course is, however, open to other students, and is desirable for all. To promote the physical welfare of the child is, therefore, the principal aim in the teaching of this study. This includes a knowledge of conditions favorable to growth and conducive to health and bodily vigor. The structure and functions of the body are taught as a scientific basis for an intelligent understanding of hygiene and sanitation. Sanitary conditions, diseases, their cause and prevention, are made concrete and personal.

Bulletins from the State Board of Health are read and referred to throughout the course. The special text is Conn & Budington's Physiology.

Miscellaneous Courses

BOOKKEEPING

The principles of debit and credit, the use of the day-book, journal, and ledger, closing the ledger, taking proof trial balance are the essentials covered in this course.

Thoroughness in the fundamental principles is secured by drill. Twelve sets of books are opened and closed in one semester.

BUSINESS METHODS

This course follows Bookkeeping the second semester. The writing of business letters and practical information pertaining to business matters, such as the making of promissory notes, checks, drafts, mortgages, wills, etc., is the scope of this work.

WORD STUDY

Students learn and are drilled in the Greek and Latin prefixes and stems. Words are formed by various combinations of the prefixes and stems learned. Words found in all the branches pursued by the student as well as those found in current literature are brought to class, analyzed and discussed. One hundred words of curious and interesting derivations are studied. The aim is to make this subject one that the student carries over into all his work. It is a means to securing wider and more exact knowledge in other subjects rather than an end in itself.

MUSIC

Music was introduced as a unit in the High School this year, primarily for the Normal Training class. So the music has been largely a preparation for public school work.

The first part of the year was devoted to Solfeggio or sight-singing. Book I, Intervallia, by Cole, was used for a text. All major, minor, perfect, augmented and diminished intervals were mastered to such an extent that they could be readily recognized when written, distinguished when played or sung, and written and sung quickly from any given note. All major and minor keys were included in the exercises as well as both treble and bass clefs.

The second semester of the year was devoted to the public school work. For this the Eleanor Smith series was used. The entire work of the eight grades was covered. After a thorough understanding of all points of technique for the eight grades was gained, each member of the class was required to conduct classes in the first six grades of the Garfield School several times. After this a course of music was outlined for an average rural school.

During the year a number of operas were studied. It was made possible for the class to hear selections from many of the operas on the Victrola.

AGRICULTURE

Agriculture is one of the industrial studies for the maintenance of which the High School receives from the state the sum of \$1000 per year. The legislature believes that Kansas is so preeminently an agricultural state that the subject should have attention in the public schools. From the growth and drift of public sentiment it is evident that education in Agriculture will soon be offered in all good elementary and high schools of our country. This, from the nature of the case, seems unavoidable, because such instruction is essential both for utility and culture. It is an essential utility, because it is the only means of furnishing adequate conceptions of the one fundamental occupation of mankind upon which all other occupations depend.

For the general run of students it is an essential basis of true culture and refinement, as is illustrated in its earliest result and fruitage, which is the adornment of homes through improved lawns, shade trees, walks, driveways, gardens, flowers, etc. Further, while agriculture is the oldest of occupations, and there is connected with it a vast amount of empirical knowledge, there has also been connected with the practice of it, and is yet, an amazingly large amount of erroneous procedure and even superstition. It is easily seen how this came about when we stop to think that the intelligent practice of Agriculture has use for a wide and accurate knowledge of some of our most complex and intricate sciences, as chemistry, physics and botany.

The study of Agriculture is especially necessary in the schools in our community, as we are a non-manufacturing town set in the midst of one of the richest farm-

ing sections of the United States, and many of the families with students in the School derive their income, in whole or in part, directly from farm property, and many of the pupils will continue the business of their parents by farming after they leave school.

The course in Agriculture in our High School covers a year. Three periods a week are devoted to recitation and two double periods a week to laboratory work. The texts used are Warren's "Elements of Agriculture" and Elliff's "A Unit in Agriculture" as a laboratory manual. The following topics show the content of the year's work: The Improvement of Plants and Animals, Propagation of Plants, Plant Food, The Soil, Maintaining the Fertility of the Land, Important Farm Crops, Enemies of Farm Crops, Systems of Cropping, Feeds and Feeding, Farm Animals, Farm Management, The Farm Home, The Farm Community. In the laboratory seventy experiments are performed, illustrating the various principles and operations set forth in the year's work.

THE SCHOOL CHORUS

While this is not really a study but a drill, yet credits are earned by proper attendance and work in it. The School Chorus meets after chapel two days each week. Any student may enter and continue in the class as long as he shows by attendance and work that he is profiting by being there. Attendance in the Chorus is usually from 125 to 150. The work consists chiefly in learning how to sing and to like to sing good music. Practically all the pupils have some ability to read music, though simple instruction of this sort is given incidentally. In the course of the year a considerable number of attractive songs and choruses of excellent musical character are sung. Our special object is the cultivation of musical taste and musical appreciation as to what is good singing and what is good music. One credit a year is earned in this course, and a maximum of two credits in the entire four-year course is allowed.



«» RECALLED MEMORIES «»

Laurel Gibem

Abilene High School Alumni

1880

May Brenizer-Wilson, Abilene, Kan.
E. C. Little, Kansas City, Kan.
Lida Romig, Abilene, Kan.
Stuart O. Henry, New York, N. Y.
Nettie McCoy-Makins, Tacoma, Wash.

1881

Frank C. Curts, Chicago, Ill.
Ella Hamaker-Gleissner, Kansas City, Mo.
Thomas Hoffmire, Pueblo, Colo.
Louise Worthington-Miller, Topeka, Kan.
Minnie Hutchins, deceased.
Evelyn Smith-Miller, Pasadena, Calif.
Della Thornton, deceased.

1882

Perry L. Friz, Waukesha, Wis.
Winnie McNall, deceased.
W. T. Little, deceased.
Homer W. Wilson, Abilene, Kan.
Clark R. Mahan, Kensington, Md.
Ella Ream-Worthington, Cherryvale, Kan.
Estella Rugh-Shirk, Topeka, Kan.

1883

Frankie Baker-Patterson, Aberdeen, Wash.
Lillie Bonnell-Nolting, Denver, Colo.
Annie Gleissner-Good.
Anna Huff-Seeds, Cripple Creek, Col.
Frank Jacoby, Phillipsburg, Mont.
Helen Meyer, Long Beach, Calif.
Mamie Osgood, Fort Smith, Ark.
Margaret Wilson-Humbarger, Aberdeen,
Wash.

1884

Jessie Anderson-Baker, deceased.
Anna Jacoby-Broughton, Clay Center, Kan.
Lillian Junken, deceased.
Edith Tozler.
Mildred Lewis-Morrel, Los Angeles, Calif.
Minnie Sprung-Schwendener, Abilene, Kan.
Hattie Terrill-Sherwood.

1885

Harry Barnes, Philadelphia, Pa.
Orleana Fisher-McClellan, Seattle, Wash.
Clyde N. Friz, Baltimore, Md.
Howard Smith, Houston, Texas.
Anna McDonald-Toms, Huehuetenango,
Guatenada, Central America.
Mammie Peters, Houston, Texas.
Carrie Kohler-Linkin, Kinsley, Kan.

1886

Lucy Carpenter-Meek, Solomon, Kan.
Dora Cobb, deceased.
Anna Cable-Scott, Evanston, Ill.
Annie L. Curtis-Brewer, Abilene, Kan.
Louella C. Collins, deceased.
Nine L. Hodge-Keifer, Chillicothe, Ohio.
Mamie Hoisington-Neisley, Wakeeney, Kan.
Alice Wilson.
Rose Gleissner-Steinman, Seattle, Wash.
Will W. Wetzel, Chicago, Ill.
Nellie Thornton-Sunderland, Carmen, Ok.
Ida Scoggins-Goss, Chicago, Ill.
Minnie Parent-Ross, Kansas City, Mo.
Winnie Schopp-Scott, Pittsburg, Kan.
Emma M. Wilson-Blackburn, Ryley, Alberta,
Canada.

1887

Florence Elston-Hill, Joliette, Ill.
Mabel Crary-Bradshaw, Herington, Kan.
Helen Typer-Childs, Abilene, Kan.
Cora Lott-Rockefeller, Zion City, Ill.
Birdie St. Peter-Graves.
Lizzie Anderson-Hill, Tacoma, Wash.
Sara Bonnell.
Lotta Thornton-Trask, Los Angeles, Calif.
Carric Corbett-Ellison, Denver, Col.
Ida Lebold-Ellison, St. Paul, Minn.
Nathan Merrifield, Vancouver, Wash.
Schuyler Pettit, Kansas City, Mo.
George Westfall.
Anna Lesher, Lincoln, Neb.

1888

Sarah Hunton-Hartzell, Los Angeles, Calif.
Hattie Rice-Malott, Abilene, Kan.

1880

Ella Thornton, Los Angeles, Calif.
Homer Ellison, Denver, Col.
George Bright.
Ralph Jones.
Levi G. Humbarger, Aberdeen, Wash.
Geo. Upshaw.
John Mustard, Cherryvale, Kan.

1889

Dora Fisher, San Diego, Calif.
Grace Peters, Abilene, Kan.
Grace Sewell, deceased.
Eva Gleissner, Seattle, Wash.
Jennie Parent, Abilene, Kan.
Josie Simmons-Sutter, Anadarko, Okla.
Martin Eicholtz, Muskogee, Okla.
Edward Johntz, Abilene, Kan.
Will Jolley, Boulder, Col.
Will Matteson, Abilene, Kan.
Abe Lott, Washington, D. C.
Belle Kauffman-Hill, Abilene, Kan.
Alta Wellman.
William Mustard, Philippine, Islands.
Ralph Dyer, Admire, Kan.
Geo. Kenyon, Seattle, Wash.

1890

Cleyson Brown, Abilene, Kan.
Mary Lesher, deceased.
Alice Humbarger-Baker, Solomon, Kan.
Ira Humbarger-Stattz, Enterprise, Kan.
May Scherer-Kaneer, Topeka, Kan.
Jesse F. Elston, Salina, Kan.
Addie B. Over, Abilene, Kan.
Florence McMaster-Litts, Abilene, Kan.
Harry S. Taylor, Abilene, Kan.
Maud Eames-Moore, Topeka, Kan.
Grace M. Hodge-Herman, Chillicothe, O.
Maude Curtiss, Portland, Ore.
Nettie Geaque-Breneman, Abilene, Kan.
Florence Steves-McFerren, Williamsburg,
Kan.
Bertha Blevins-Denny, Nina, Texas.

1891

Lou Carpenter-Brown, Indianapolis, Ind.
Mary J. Downey-Carpenter, St. Joe, Mo.
Lizzie Fritz, deceased.
Ralph N. Gorden, East Sound, Wash.
Edna M. Hornaday, Emporia, Kan.
Lottie M. Howard-Wallace, Denver, Col.
Paul Hurd, deceased.
Emma Parent, Abilene, Kan.
Hattie K. Reed-Adair, Pueblo, Col.
Minnie Smith, Abilene, Kan.
Chas. A. Snider, Elkhart, Ind.
Pearl Taylor, deceased.
Anna M. Wetzel-Shaffer.
Arthur H. Zook, Kansas City, Mo.

1892

Emily Merrill-Newman, Syracuse, N. Y.
Emma Parent, Abilene, Kan.

1893

Alma May Brown, deceased.
Arthur D. Colby, Kansas City, Mo.
Etta May Bruckhart-Rugh, Abilene, Kan.
Chas. Edward Smith, Kansas City, Mo.
Jacob Edward Fair, Kansas City, Mo.

1894

Eliza N. Elston-Fricke, Chicago, Ill.
E. Porter Wilson, Durango, Colo.
Ethel McCoy, deceased.
Edgar Allen Fry, Vancouver, Wash.
Mary Humbarger-Hunter, Pawhuska, Ok.
Guy Morton Cranston, Wilkinsburg, Pa.
Chas. W. Jolley, Sharon Springs, Kan.
Clarence W. Schreiner, Kansas City, Mo.
Wm. G. Anderson, Winfield, Kan.
Bertha Alice Jacobs-Keve, Hiawatha, Kan.
Elinor C. Seymour-Perry, Syracuse, N. Y.
Jennie E. Brown, Abilene, Kan.

1895

Hannah Lois Nutt-Forney, Abilene.
Daisy Irene Balliet-Steen, Abilene, Kan.
Daisy G. Hunton-Kugler, Abilene, Kan.
Guy Franklin Turner, Long Point, Ill.
Beatrice Jane Waring-Young, Abilene.
Elizabeth Pennington, deceased.

Bertha E. Perring-Taylor, Abilene, Kan.
Lillian Esther Colby-Dyer, Abilene, Kan.
Emma M. Hasshagen-Wolfe, Abilene, Kan.
Mary Alice Giles, Abilene, Kan.
Lotta M. Northercraft, Abilene, Kan.
Conner Hawes Malott, Spokane, Wash.
Lillian F. Jackson-Woodruff, Blackfoot,
Idaho.
Frances Hornaday, Emporia, Kan.
Bertha May Lesher, Lincoln, Neb.
Grace A. Toliver-Vanderwilt, Solomon
Kan.
Hayes Belle Shreve-Townsend, Shawnee
Okla.

1896

Chas. C. Schiveley, Abilene, Kan.
Lillie Etta Dyer-Butterfield, Phoenix, Ariz.
Ida Grace Fisk-Coverdill, Maderson, S. D.
Edna Anderson-Johnson, Hilo, H. I.
Florence Bradshaw-Murphy, Foss, Okla.
Cora Myrtle Shane-Roberts, San Diego,
Calif.
Horace Johnson, Hilo, Hawaii.
Idella Brown-Rogers, Abilene, Kan.
Clara Victoria Ross-Marshall, Yacolt,
Wash.
Grace Lee Woolverton, Abilene, Kan.
Georgia May Nichols-Howard, Abilene.
Mary Erma Edwards, Abilene, Kan.
Josephine Allen-Kleinheisselink, Big Timber,
Mont.
Rosella Swanson-Baldwin, Monta Vista,
Colo.
Susan Pearl Johntz, Abilene, Kan.

1897

Adell Brown-Murray, Wagon Md., N. M.
Wm. B. Brillhart, San Diego, Cal.
Wm. E. Brown, Atchison, Kan.
Edna Susan Close-Patton, Solomon, Kan.
Elizabeth D. Coble-Shilkis, Houston, Tex.
Mabel E. Cuthbert, Abilene, Kan.
Sarah Morse Curtis-Starkey, Kansas City,
Mo.
Mae Belle Haithcox-Worley, Abilene, Kan.
Etta Marie Hiddleton, Zuni, Kan.
Jess O. Humble-Heller, Chapman, Kan.
Crecey Alma Hollar-Jaggard, Kansas City,
Kan.
Carrie Edna Johntz-Humphrey, Bellfontaine,
Ohio.
Amy Cordula Kump-Dixon, Frederick, Md.
Elsbeth Kreider-Malvig, Sausalito, Cal.
Rachel Malott-Fisher, Walland, Tenn.
Nina Dean Nichols, Abilene, Kan.
Frank Dyal Parent, Inglewood, Cal.
Anna Isabel Skiles-Pickett, Hinton, Okla.
Daisy Myrtle Snider-Foster, Bowling
Green, Ky.
Wesley M. Smith, Baxter Springs, Kan.
Flora Mildred Snider, Abilene, Kan.
Mary Whiteburst-Bath, Abilene, Kan.
Edna H. Worley, Abilene, Kan.
Anna E. Warfield-Murray, Lawrence, Kan.

1898

Clara A. Case-Roberts, Muskogee, Okla.
Dolly Elinor Davis-Shick, deceased.
Anna B. Edwards, Abilene, Kan.
Daisy Belle Fenton-Strother, Fresno, Cal.
Ethel May Giles, Abilene, Kan.
Stella Lillian Herr-Rogers, Santa Monica,
Cal.
Anna Flore Johnson, Oahu College, Honolulu,
Hawaii.
Herbert W. Jacobs, Abilene, Kan.
George Makins, San Francisco, Cal.
Virginia T. Osbourn-Ramsey, Abilene.
William A. Ross, St. Paul, Minn.
Lydia J. Reed-Horne, McAlester, Okla.
Jennie C. Rugh-Bolten, Detroit, Kan.
Helen Myrtle Steves-Haynes, Abilene, Kan.

1899

Fred L. Anderson, deceased.
Welcome May Barcus-Taylor, Abilene.
James Robb Brady, Caney, Kan.
Rachel Noble Curtis-Blair, Curtis, Okla.
Cyrus Foss Crawford, Cincinnati, Ohio.
Lina Anna Curtis-Jolley, Kansas City, Mo.
Solomon C. Gary, Carter, S. D.
Mamie Belle Hersh, deceased.
Frederick C. Lesher, Abilene, Kan.
Josephine Miller-Matte, Elgin, Okla.
Frank Pinkham, Abilene, Kan.
Pearl Parker-Allman, Kansas City, Mo.
Hiland G. Southworth, Artesia, N. M.
Florence Southworth-Covert, Abilene, Kan.
Fannie Ann Toles, deceased.
Melvin Davis Trott.

Chas. F. Holzworth, El Paso, Tex.
Maud Hampton-Curtis, Abilene, Kan.
Riva Clare Lower, Kansas City, Mo.
Rea Wilson, deceased.
Reba Naomi Worley-Mera, Abilene, Kan.
C. E. Williams, Philadelphia, Pa.

1900

Roberta Bradfield-Hodges, Pratt, Kan.
Grace Banks, deceased.
Jessie Frances Close-Beeghly, Abilene.
Ella Hill Dixon-Law, Hill City, Kan.
Vera C. Dunnett, Abilene, Kan.
Jesse Ralph Engle, Emporia, Kan.
Bebe Emma Humble, Abilene, Kan.
Arthur Adam Hees, Kansas City, Mo.
Ira H. Johntz, Abilene, Kan.
Mary Ethel Kepner-Sherwood, Lawrence,
Kan.
Alice E. Lesher-Mauch, Lincoln, Neb.
Laura Ellen Landis-Landis, Burns, Kan.
Ralph Dennis Monroe, Drew, Ore.
Melzena Mae Ross-Beigley, Salina, Kan.
Frank Koepke Smith, Manhattan, Kan.
Geo. Pitts Stoddard, Chicago, Ill.
Elizabeth L. Shellhaas-Turner, N. Pembroke,
Mass.
Jennie Sutter, Abilene, Kan.

1901

Grace G. Anderson-Ryan, Detroit, Kan.
Silas Ebert Brady, El Reno, Okla.
Blanche Evelyn Colby, deceased.
Jennie U. Clark-Keopke, Muskogee, Okla.
John Rezin Davis, Solomon, Kan.
Edith Amelia Hopkins, Abilene, Kan.
Alexandrina Halm-Wharton, Nicodemus,
Kan.
Alverde Irene Landis-Tier.
Clara Mary Maier, Jasper, Mo.
Clara Molgard-Tillotson, Beatrice, Neb.
Grace Edna Monroe-Milhke, Kansas City.
Dora Beatrice Nixon, Abilene, Kan.
Albert E. Robson, Abilene, Kan.
Keturah C. Swartz, Redlands, Cal.

1902

Anna M. M. Cafferty-Riordan, Solomon,
Kan.
Lekoy F. Cooper, Abilene, Kan.
Junice E. Cryderman, Abilene, Kan.
C. Marie Cuthbert, Abilene, Kan.
Harvey E. Engle, deceased.
Bessie E. B. Faulkner-Baker, Aberdeen,
Wash.
Mary H. Forney, Abilene, Kan.
Dudley K. M. Lansing, San Antonio, Tex.
Retta L. White-Duckwall, Abilene, Kan.
George H. Gross, Los Angeles, Cal.
Martha Luker-Giendenning, Abilene, Kan.
Jennie L. Martin-Babbitt, Seattle, Wash.
Myrtle C. Picking-Nanninga, Leonardville,
Kan.
Rachel Stoddard-Ruff, New York, N. Y.
Anna C. Tate, Vancouver, B. C.

1903

Hattie D. Augustine-Harris, Des Moines,
Iowa.
George Bigller, Clay Center, Kan.
Estelle Pearl Bolster-Nellis, Denver, Col.
Walter E. Carkuff, Montrose, Col.
Naomi Ethel Engle, Abilene, Kan.
Ella May Flenner, Denver, Colo.
Emily Hall, Emporia, Kan.
Emilia Elizabeth Hees-DeHaven, Omaha,
Neb.
Bessie L. Lamon-Wilson, Denver, Col.
Harriet A. Landis-Johnson, Chicago, Ill.
Anna C. Makins-Gribbins, Gypsum City,
Kan.
Harry B. Minick, Kansas City, Mo.
Pearl Grace Spangler-Reese, Abilene, Kan.

1904

Clarice Grove Cramer-Johnson, Abilene.
William E. Eddy, Hugoton, Kan.
George Lenhart Eyer, deceased.
James R. Garyer, Lafayette, Ind.
Blanche A. Hobble-Monninger, Colorado
Springs, Col.
Harry H. Johntz, Parsons, Kan.
Elizabeth M. Kepner-Hammond, Kansas
City, Mo.
Benjamin Kessinger, Abilene, Kan.
Giles H. Nellis, Denver, Col.
Clifford Fry Royer, St. Louis, Mo.
Grace E. Sherwood-Betz, Chapman, Kan.
Charles Cecil Trott.
Clarence L. Waring, Rothiemay, Mont.

1905

Earl Bigler, Artesia, N. M.
 Glenn Bushey, Solomon, Kan.
 Elmer Carkuff, Montrose, Col.
 Edith Cormack-Ramsey, Moore, Idaho.
 Mary Dixon, Dodge City, Kan.
 Olive Hopkins-Beagle, Abilene.
 Nellie Hersh-Kinderdick, Arnett, Okla.
 John Hall, Fayetteville, Ark.
 Albert Johntz, Lawrence, Kan.
 Howard Keel, Abilene, Kan.
 Jennie Lucier-Fittinger, Herington.
 Fern Ramsey, Moore, Idaho.
 Della Sexton, Abilene, Kan.
 Lena Swick, Lawrence, Kan.

1906

Iva Opal Brown, Abilene, Kan.
 H. Marguerite Cuthbert, Abilene, Kan.
 Herbert Melvin Cowan, Lawrence, Kan.
 Nelle E. Dobson-Glade, Grand Island, Neb.
 Nicholas Beebe Evans, deceased.
 Beulah Foster-Herman, Hill City, Kan.
 Helen Gleissner, Clay Center, Kan.
 Grace M. Goodwin, Topeka, Kan.
 Abbie Malinda Hobble-Lowry, Abilene.
 Ruby Alice Johntz, Enterprise, Kan.
 Mabelle P. Landis-Myer, Abilene, Kan.
 Effie M. Martin, Rupert, Idaho.
 Ernest LeRoy Morse, Abilene, Kan.
 Anna M. Murphy, Clarkford, Idaho.
 William Edward Nellis, deceased.
 Georgia E. Snider, Columbus, Kan.
 Robt. A. Snider, Windber, Pa.
 Ralph H. Spotts, Lawrence, Kan.
 Helen G. Sterl-Bender, Springfield, Ill.
 Emily L. Swick, Lawrence, Kan.
 Bessie Minor-Hunter, Blackburn, Mo.

1907

Elsie Wolverton-Fackler, Manchester,
 Kan.
 Nelle Wilkie, Abilene, Kan.
 Ruth Wilkie, Abilene, Kan.
 Vet Goodwin, Los Angeles, Cal.
 Grace Brewer-Willis, Kirwin, Kan.
 Mary Ross, Reedley, Calif.
 Genevieve Davis-Bennell, Salem, Ore.
 Chas. Close, Abilene, Kan.
 Bertha Mlnick-Elcholtz, Abilene, Kan.
 Bertha Kruger-Baker, Abilene.
 Ethel Bryan, Heppner, Ore.
 Harold Elcholtz, Abilene, Kan.
 Samuel Gross, Los Angeles, Cal.
 Orin Snyder, Abilene, Kansas.
 Robert Boyd, Blackfoot, Idaho.
 Leslie Wagaman, Manhattan, Kan.
 Ralph Focht, Manchester, Kan.
 Marie Augustine-Smith, Des Moines, Iowa.
 Ethel Thayer, Abilene, Kan.
 Lena Shearer-Rogers, Marlon, Kan.
 Edith Anderson-Shockey, Riley, Kan.
 Neora Sauer-Black, Bellevue, Kan.
 Mabel Fair, Mlnneapolis, Kan.
 Lillian Stebbings-Mickel, Abilene, Kan.
 Mabel Andrews, Lincoln, Neb.

1908

Therene Weckel, Abilene, Kan.
 Vera Hampton-Tyler, Abilene, Kan.
 Bertha Burkholder-Kugler, Abilene, Kan.
 Verna M. Pautz, Abilene, Kan.
 Pearle Garver, Abilene, Kan.
 Marie Gary, Abilene, Kan.
 Amanda Engle, Abilene, Kan.
 Anna Engle, Topeka, Kan.
 Maude Fair, Minneapolis, Kan.
 Miriam Picking, Abilene, Kan.
 Russell Bryan, Kansas City, Mo.
 Jessie Swigart, Cunningham, Kan.
 Mary Sexton, Kansas City, Mo.
 Lester Schuerman, Abilene, Kan.
 Jimmie Tull, Solomon, Kan.
 Hazel Jones-Emig, Abilene, Kan.
 Philo Halleck, Phoenix, Arlazona.
 Harry Minor, Chicago, Ill.
 Mabel Bigler, Abilene, Kan.

1909

Florence E. Amess-Everhardt, Gypsum,
 Kan.
 Clarence R. Asling, Duluth, Minn.
 Hilda Benn, Freeport, N. Y.
 Ada Marlon Cooley, Abilene, Kan.
 Estella M. Cooper, Toronto, Canada.
 Cecelia E. Curry-Gans, Abilene, Kan.
 May E. Curtis, Kansas City, Mo.
 Elizabeth DeWolfe, Chino, Calif.
 Edgar N. Eisenhower, Tacoma, Wash.

D. Dwight Eisenhower, West Point, N. Y.
 Nelle A. Graves-Lutton, Chicago, Ill.
 Lois B. Harger, Abilene, Kan.
 Bruce Hurd, Abilene, Kan.
 Harry M. Makins, Halescreek, Alaska.
 Annie C. Malott, Kansas City, Mo.
 Mabel V. Morrison, Topeka, Kan.
 Beulah Belle Parker, deceased.
 Ruth L. Patten, Topeka, Kan.
 Lelia G. Picking, Abilene, Kan.
 Wade Harper Priest.
 Paul H. Royer, Abilene, Kan.
 Velma Salls, Topeka, Kan.
 Winnie Salls, Topeka, Kan.
 Herbert G. Schiveley, Kansas City, Mo.
 Herbert C. Sommers, Abilene, Kan.
 Edna Grace Swanger, Enterprise, Kan.
 Vieva Viola Vickers, Abilene, Kan.
 Sarah E. Woolverton-Asling, Duluth,
 Minn.
 Winnie K. Williams, Abilene, Kan.
 Jessie B. Williams, Abilene, Kan.
 Alice J. Woolverton, Tescott, Kan.

1910

Frances Aspley-Stegeman, Abilene, Kan.
 Hazel May Beaver-Ulier, Abilene, Kan.
 Agnes Mary Curry, Abilene, Kan.
 Thomas Roy Dahnke, Abilene, Kan.
 Florence A. Dayton-Goodwin, Abilene.
 Florence M. Engle, Lawrence, Kan.
 Edith Fenton, Abilene, Kan.
 Jessie C. Hall, Kansas City, Mo.
 Drusilla E. Halleck, Abilene, Kan.
 Gladys C. Harding, Abilene, Kan.
 Myrtle M. Hoffnell, Abilene, Kan.
 Genevieve Huffman, Abilene, Kan.
 Paul S. Jolley, Boulder, Col.
 Edith E. Kauffman, Seattle, Wash.
 Ruth Martin, Abilene, Kan.
 Edith M. Morse, Abilene, Kan.
 Jesse Wilbur Nicolay, Abilene, Kan.
 Ruby Graee Norman, Abilene, Kan.
 Encie Elizabeth Picking, Abilene, Kan.
 Grazella Puliver, Emporia, Kan.
 Mabel B. Puliver-Stillie, Abilene, Kan.
 John H. Ross, Abilene, Kan.
 Adah C. Sachue, Manhattan, Kan.
 Anna Mary Sauer-Monroe, Junction City.
 Rudolph Ernest Sexton, Abilene, Kan.
 Iona Blanche Shearer, Abilene, Kan.
 Kate Orpha Shearer, Salina, Kan.
 Bessie May Shockey, Abilene, Kan.
 Arthur Stacey, Lawrence, Kan.

1911

Frank C. Ackers, Lawrence, Kan.
 Esther Baer, Abilene, Kan.
 Ward S. Barber, Lawrence, Kan.
 Ethel Berry, Monrovia, Cal.
 Carolyne E. Coffenberger, Abilene, Kan.
 Ethel Coleman, Guthrie, Okla.
 Amos H. Engle, Enterprise, Kan.
 Cora Grace Engle, Abilene, Kan.
 Irene Etherington, Abilene, Kan.
 Gula Garver, Centerton, Ark.
 Ethel Garvie, Manhattan, Kan.
 Owen Gish, Topeka, Kan.
 Lucile Halleck, Abilene, Kan.
 Hazel Hobble, Abilene, Kan.
 Edna Kugler, Abilene, Kan.
 Lucy Lee, Abilene, Kan.
 Frank Madden, Lawrence, Kan.
 Vaughn McCormick, Eugene, Ore.
 Gladys Pautz, Kansas City, Mo.
 Earl Merrifield, Cleveland, O.
 Ceila Faron.
 Orin McCoy, Abilene, Kan.
 Esther Roop, Atchison, Kan.
 Alfred Schmutz, Abilene, Kan.
 Katy Young-Pettit, Talmage, Kan.
 Hedwig Schmutz, Abilene, Kan.
 Gladys Tufts, Baldwin, Kan.
 Lela Towne, Abilene, Kan.
 Estella Sherwood, Abilene, Kan.
 Warren Coleman, Guthrie, Okla.

1912

Deane Ackers, Lawrence, Kan.
 Clara Elliott Mitsch, Woodbine, Kan.
 Alma Etherington, Abilene, Kan.
 Ruth French, Abilene, Kan.
 Robert Graves, Manhattan, Kan.
 Ruby Landis, Abilene, Kan.
 Margaret Mize, Abilene, Kan.
 Alice Parks, Abilene, Kan.
 Raymond Snare, Enid, Okla.
 Edward Wilcox, Abilene, Kansas.
 Edward Crawford, Abilene, Kan.

Edith Engle, Abilene, Kan.
Maude Haffa, Abilene, Kan.
Jack Hutton, Abilene, Kan.
Ralph Lucier, Abilene, Kan.
Carl Nicolay, Abilene, Kan.
Florence Robson-Meek, Abilene, Kan.
Clinton Solt, Kansas City, Kan.
Eva Diehl, McPherson, Kan.
Esther Engle, Abilene, Kan.
Frances Focht, Hays, Kan.
John Gleissner, Lawrence, Kan.
Ben Haskell, Abilene, Kan.
Vera McCoy, Abilene, Kan.
Elma Noble-Denman, Des Moines, Iowa.

1913

Ada Anderson, Emporia, Kan.
Curtis Brewer, Abilene, Kan.
Maggie Cooley, Abilene, Kan.
Marie Curry, Abilene, Kan.
May Dahnke, Abilene, Kan.
Arthur Dodge, Abilene, Kan.
Helen Engle, Abilene, Kan.
Juanita Engle, Manhattan, Kan.
Mary Engle, Abilene, Kan.
Rowena Engle, Oxford, Ohio.
Howard Hoffman, Lawrence, Kan.
Chauncey Hunter, Lawrence, Kan.
Jack Hutton, Lawrence, Kan.
Lee Hutton, St. Louis, Mo.
Bertha Issitt, Abilene, Kan.
Milton Jones, Abilene, Kan.
Florence Keel, Abilene, Kan.
Harold Kraybill, Lincoln, Neb.
Elizabeth Landis-Kauffman, Abilene.
Mary McClellan, Glasco, Kan.
James Makins, St. Louis, Mo.
Freda Marsh Gooden, Abilene, Kan.
Florence Musser, Abilene, Kan.
Marie Nusz, Mexico, Mo.
Ethel Paxson, Abilene, Kan.
Eileen Price, Abilene, Kan.
Stanley Raub, Warren, Ohio.

Ames Rogers, Lawrence, Kan.
Gladys Shadinger, Abilene, Kan.
Wade Snider, Abilene, Kan.
Daisy Stebbings, Abilene, Kan.
Paul Steelsmith, Lawrence, Kan.
Mildred Thompson, Abilene, Kan.
Hilda Tober, Abilene, Kan.

1914

Minnie Alvord, Abilene, Kan.
Noble Brewer, Abilene, Kan.
Wilna Cutler, Abilene, Kan.
Eva Dilley, Ottawa, Kan.
Ethel Engle, Abilene, Kan.
Gertrude Engle, Donegal, Kan.
Vesta Engle, Abilene, Kan.
Roy Garver, Baldwin, Kan.
Anna May Garvie, Manhattan, Kan.
Hugh Garvie, Lawrence, Kan.
Lloyd Geoffroy, Abilene, Kan.
Anna Gish, Topeka, Kan.
Henry Gish, Lawrence, Kan.
Nettie Gish, Topeka, Kan.
Myron Goodell, Abilene, Kan.
Alice Gooden, Hubbell, Neb.
Mary Haffa, Abilene, Kan.
Ethel Haynes, Abilene, Kan.
Noah Hershey, Abilene, Kan.
Ida Houlton, Abilene, Kan.
Clyde Kauffman, Lawrence, Kan.
Leslie Kauffman, Abilene, Kan.
Katherine Lewis, Abilene, Kan.
Francis Little, Emporia, Kan.
Doris Nickels, Talmage, Kan.
Mary Rauch, Abilene, Kan.
Earl Rodgers, Navarre, Kan.
Ernest Ross, Abilene, Kan.
Meaze Sauer, Herington, Kan.
Marion Seelye, Abilene, Kan.
Lulu Spangler, Abilene, Kan.
Elsie Tucker, Lindsborg, Kan.
Aldred White, Chicago, Ill.
Helen Whitehair, Abilene, Kan.

THE

SENIOR

JOHN HASKELL —



ROBERT WALTERS (College)

Football '11, '12, '13, '14, Captain '14.
Baseball '12, '13, Manager '14, '15.
Basketball '14, '15.
Glee Club '15.
Orchestra '12, '13, '14, '15.
Class Athletic Representative '12, '13, '14.
Student Representative Athletic Board '15.
Junior Play '14.
Annual Staff '15.
English Play Lovers' Club '14, '15.

"So faithful in love and so dauntless in war."

JENNIE LAIRD (Normal Training)

English Play Lovers' Club '15.
Class Poet '15.

"A lightsome lovely lassie."

EARL GIBSON (College)

Orchestra '15.
Annual Staff '15.
English Play Lovers' Club '15.

"Methinks he's dying all for love,
But that can never be."

LELA SHAD (Normal Training)

English Play Lovers' Club '15.

"More yellow was her hair than the flower of the broom."



VIOLA PAXSON (College)

Class Vice President '12.

Junior Play '14.

English Play Lovers' Club '15.

"Alack, there lies more peril in her eye
Than in twenty of their swords."

CLARA WILLIAMS (General)

Class Secretary '13.

Junior Play '14.

News Staff '15.

English Play Lovers' Club '15.

"Were she perfect, one would admire her
more but love her less."

MABEL HOFFMAN (Normal Training)

English Play Lovers' Club '14, 15.

"The Reasonable Woman."

ISABEL ALVORD (Normal Training)

English Play Lovers' Club '15.

"Not much talk—a sweet silence."



SHERIDAN SPANGLER (College)

Junior Play '14.
News Staff '15.
English Play Lovers' Club '15.

"O Lord, how long."

HELEN PICKING (College)

English Play Lovers' Club '14, 15.

"I will be brief."

GEORGE MULLIN (General)

Baseball '14, 15.
Football '15.
Basketball '15.
English Play Lovers' Club '15.

"And never noted in him any study."

EDITH FRENCH (College)

Debate Team '13, 14, '15.
Vice President Debate Club '14.
Annual Staff '13.
Girls' Glee Club '14.
English Play Lovers' Club '15.

"Fie, what a spendthrift is she of her tongue."



ANNA BANNIGAN (Normal Training)

English Play Lovers' Club '14, '15.
Junior Play '14.

"A girl who had so many wistful ways
she would have caused Job's patience
to forsake him."

RUSSEL BRINEY (College)

Baseball '13, Captain '14, '15.
Track '14.
Football '11, '12, Manager '13, '14.
Vice President Athletic Association '15.
Vice President Play Lovers' Club '15.

"An elegance was sprinkled c'er his figure."

ELSIE BROOKS (General)

English Play Lover's Club '14, '15.

"There is none like her, none."

CLARK STEYER (General)

Basketball '15.
English Play Lovers' Club '15.
Baseball '15.
Track '15.

"Creeping like a snail unwillingly to
school."



HARRY LANCASTER (College)

German Club '14, '15.
English Play Lovers' Club '14, 15.
Trainer '15.

"And yet he seemed busier than he was."

IRENE LANCASTER (College)

English Play Lovers' Club '15.

"And were she otherwise than she is, she
were unpleasing."

ERNEST KUGLER (College)

Glee Club '12, '13, '14, '15.
A. H. S. Yell Leader '15.
News Staff '15.
English Play Lovers' Club '14, 15.

"For the apparel oft proclaims the man."

VIOLA ENGLE (College)

Orchestra '13, '14, '15.
English Play Lover's Club '14, '15.

"That of her smyling was full simple and
coy."



ELIZABETH ENGLE (Normal Training)

Class Vice President '15.
English Play Lovers' Club '14, 15.

"In each cheek resides a pretty dimple."

HAROLD GARVER (General)

Debate Team '15.
News Staff '15.
English Play Lovers' Club '15.

"Saddled and bridled and gallant rode he."

LILLIAN McLATCHEY (College)

Orchestra '15.
Glee Club '15.
Annual Staff '15.
English Play Lovers' Club '15.

"Sometimes from her eyes I did receive
fair speechless messages."

CHARLES ROOP (College)

Class President '14.
Football '13, '14.
Track '14, Manager '15.
Debate '15.
Class Athletic Representative '15.
Junior Play '14.
English Play Lovers' Club '15.

"Beware, O cruel fair, how you smile on
me."



ELIZABETH WYANDT (College)

Class Vice President '14.
Secretary-Treasurer Tennis Club '14.
Secretary German Club '14.
News Staff '12.
Annual Staff '15.
English Play Lovers' Club '14, '15.

"For if she will, she will,
You may depend on't,
And if she won't, she won't,
And there's an end on't."

WESLEY GISH (College)

Class President '12.
Glee Club '12, '13, '15.
Football '14, Manager '15.
Baseball '13, '14, '15.
Annual Representative '13.
Annual Board '15.
Junior Play '14.
English Play Lovers' Club '14, '15.

"He is, he is, he is all right."

CARRIE LEE (Normal Training)

Basketball '14.
Debate Team '15.
Junior Play '14.
Annual Staff '15.
Class Prophecy.
English Play Lovers' Club '15.

"Varium et mutable semper femina."

WILLARD DAY (College)

Class Representative '14.
Debate Team '15.
Annual Staff '15.
Junior Play '14.
English Play Lovers' Club '14, '15.

"Company, villainous company, hath been
the spoil of me."



GLADYS FLIPPO (College)

English Play Lovers' Club '15.

"Sweet as the primrose peeps beneath the thorn."

CHARLES DAVIS (General)

News Staff '13.

English Play Lovers' Club '14, '15.

"He is as fresh as is the month of May."

MILDRED OLIVER (College)

Class Secretary '12.

Class Vice President '13.

Glee Club '13, '14, '15.

Orchestra '12, '13, '14, '15.

Basketball '13, '14.

President Tennis Club '14.

Debate Team '15.

Annual Staff '15.

Junior Play '14.

English Play Lovers' Club '14, '15.

"Her very frowns are fairer far
Than smiles of other maidens are."

HAROLD ROYER (General)

Class President '15.

Baseball '14.

Orchestra '13, '14, '15.

Glee Club '14, '15.

News Staff '15.

English Play Lovers' Club '15.

"I am not in the roll of common men."



LEWIS HUNT (College)

Track Team '13.
German Club '14, '15.
Class Treasurer '15.
English Play Lovers' Club '14, '15.

"Me thinks I might recover by and bye(?)"

GRACE DANIELS (Normal Training)

English Play Lovers' Club '15.

"Serene and resolute and steel."

ROGER KYLE (General)

Track '12, '14, Captain '15.
Football '12, Captain '13, '14.
Vice President Athletic Association '14.
President Athletic Association '15.
Secretary English Play Lovers' Club '15.

"He could speak but that he lacked a tongue."

FRANCES WITMER (College)

Glee Club '14, '15.
Junior Play '14.
News Staff '15.
English Play Lovers' Club '15.

"For nature made her what she is,
And ne'er made sic'anither."



PAUL HOFFMAN (College)

Class President '13.
Baseball '14.
President Tennis Club.
English Play Lovers' Club '14, '15.

"He is divinely bent on meditation."

MARY SMITH (College)

Salutatorian.
Class Representative '13.
President Debate Club '14.
Debate Team '13, '14.
Annual Board '15.
English Play Lovers' Club '14, 15.

"Lord, what fools these mortals be."

TRACY CONKLIN (College)

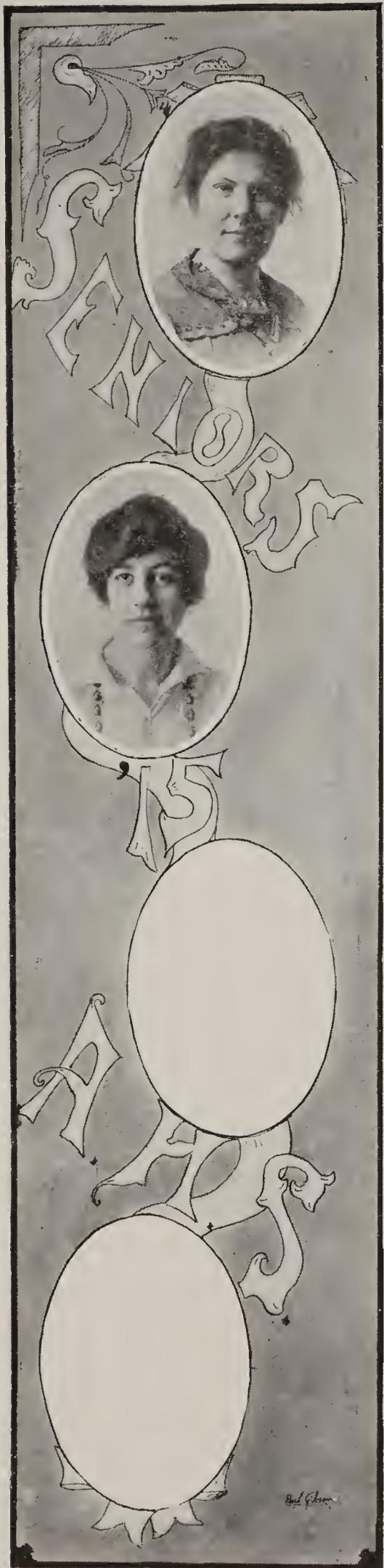
Class Treasurer '13, '14.
Treasurer Athletic Association '15.
Baseball '14, 15, Manager '15.
Junior Play '14.
English Play Lovers' Club '15.

"Three-fifths of him genius and two-fifths
sheer fudge."

GOLDA LYNN (Normal Training)

English Play Lovers' Club '15.

"Haste is needful in a desperate case."



MILDRED STEEVES (Normal Training)

English Play Lovers' Club '14, '15.

"A nickname never dies."

ELSIE PATTERSON (College)

Valedictorian.

Junior Play '14.

Annual Staff '14.

Annual Board '15.

English Play Lovers' Club '14, Pres. '15.

"They gazed and gazed and still the wonder grew
That one small head could carry all she knew."

Senior Class

OFFICERS

President	Harold Royer
Vice President.....	Elizabeth Engle
Secretary-Treasurer	Lewis Hunt

Class Motto: Labor omnia vincit.

Class Flower: Cream Rose.

Class Yell:

Razzle-dazzle! Razzle-dazzle!

Sis! Boom! Bang!

What's the matter with the Senior gang?

Nothing, they are it,

The class of '15's got the grit.

I DO NOT wish to picture to you the past of the class of 1915. Let that speak for itself. It is said that the reason Americans differ so much from and make so much more progress than Europeans, is that we live for the future, not for the past. We strive to gain a name for ourselves by our future life work, not live on the name made by our ancestors. So we, the class of 1915, wish to give you, readers, a peep into our future.

We are forty-three. Twenty-two members of our class are enrolled in the College Preparatory course; eighteen of this enrollment are going to enter college in September. The Normal Training course has an enrollment of nine; three of these pupils hope to enter college in the fall, others after teaching a few years have the same purpose in view. We have enrolled in the General Course nine members, five to enter college next fall. The majority of our College Freshmen-to-be plan to enter K. S. A. S.; the other schools which are to receive members of our class are: Washburn, Nebraska University, Baker, Midland, University of Kansas and Ferry Hall.

The chosen life work of the members of our class covers a wide field. We have eight members who hope to teach school. What would we do without school teachers? They will be very, very important factors in modern life. Our school teachers are all members of the 'weaker' sex. Our boys have varied occupations in view. Three are to be tillers of the soil; one, a minister; another, a chemical engineer; one an electrical engineer; another, dairying; while still another hopes to make forestry his life work, and two members have a set purpose to practice law.

Our girls also are hoping to enter into the great field of labor. We have one to be a journalist; another, an interior decorator; a stenographer; a music teacher. Two of our number are going to take up the noble work of nursing; one, only one, aspires to housekeeping (?). Have not we a fine showing? I said at the beginning our life work covered a vast field, but is it not noble?

I would also show you the earning capacity of our class. In nine months the members of our class earned the sum of \$3,638.35. This was not all earned during the summer months.

It is the purpose of our annual to let the people of our community see the "inside wheels" of our school. We wish to show you what is going on inside the four walls of our beloved A. H. S. After serious thinking on the part of each member of our class, each tabulated the studies that had done him the most good in his High School career. The studies of most importance are as follows: History 5, Manual Training 2, Mathematics 5, Economics 4, Latin 5, English 9, Psychology 7, Science 3. The second choice was: History 6, Manual Training 1, Mathematics 3, Economics 3, Latin 2, English 9, Psychology 5, Science 9, Professional Subjects 1. The third choice was, History 3, Manual Training 2, Mathematics 4, Economics 2, Latin 2, English 3, Psychology 6, Science 11, Normal Reviews 2, German 1, Civics 1.

I hope I have succeeded in picturing the future and ability of the Class of 1915. Who knows but what a future president is among our number; a world famed surgeon or statesman; men and women famed tomorrow?

Correspondence Bureau

SINCE we have perceived that many of the student body and likewise faculty have been doubtful as to why and what to do under certain perplexing and embarrassing conditions, the annual board has thought it wise to allay these doubts and fears, and to enlighten those harassed by the exactions of society. You may be sure that your question has been answered after long and earnest consideration. We will likewise publish no names.

R. E. H.: I would not cultivate him if he doesn't admire Dickens. Such a discrepancy would be fatal.

Perplexed: I would ask her for a date, even if I didn't have the money. You may acquire the money at a late hour—never the date.

Leone: 1. Yes, we are aware that George is a Freshman.
2. I wouldn't advise you to look for information concerning vaccination in a Physical Geography class.

3. Ruskin is a great English writer, not a kind of fur.
"Latin": 1. Yes, without doubt, "Vic" was right. Probably, Willard is 6 ft., 6 in. tall and weighs 240 lbs., without an ounce of fat.

2. No, I can't say I think one should leave church to go auto riding.
G. A.: 1. Why yes, I think the society of Freshmen girls is charming.
2. I see no reason why you should know anything about millinery, but if it interests you, why go ahead—there's no accounting for tastes!

E. G. F.: We cannot translate your first question. Please write simple English. The editors are not "walking dictionaries"—likewise, they're busy.

German: Your case is quite hopeless. We see no reason why a science teacher should make so much noise while teaching. You will just have to make allowances for the scientific temperament and endure it to the end.

Senior Boys: Your questions are very foolish; common sense should have answered you.

1. No, I wouldn't ask her for a date after six o'clock. A few might appreciate this extreme honor, but the species is almost extinct.
2. No, don't contemplate murder if she can't go; she really may have "made other arrangements" by that time.
3. To preserve your cherished pompadour in its pristine condition, encircle the head with adhesive plaster; sleeping in a breakfast cap was recommended by our correspondent, Mr. Steyer.
4. By all means, buy a 'stove-pipe'—they give distinction to even the youngest and simplest.

H. L.: No, I wouldn't be more than an hour and a half late. It may be fashionable but not suited to "life in the Far West without a gun"—likewise there are human limitations.



Illustration.

Under Classmen



Junior Class

OFFICERS

President	Deane Malott
Vice President.....	Marie Davis
Secretary	Daphne Swartz
Treasurer	Chester Cassel

Class Motto: Excelsior.

Class Flower: Daffodil.

Class Yell:

Razzle—dazzle—sis—boom—bah!

Nineteen Sixteen. Rah! Rah! Rah!

Razzle te—dazzle te—boom—crack

Here's to our colors

Orange and Black.

Millie Barr
Chester Cassel
Vercie Darling
Earl Edwards
Clara Hanne
Charles Hershey
Ruth Landes
Mary Loyd
Deane Malott
Ward Oakman
Gladys Shuey
Harold Tober
Ruth Bigler
Muriel Close
Marie Davis
Bruce Engle

John Haskell
Edna Issitt
Ernest Lahr
Mary Machen
Evon Markley
Harriett Patterson
Daphne Swartz
Leona Carpenter
Verla Dahnke
Mabel Diehl
Walter Herman
Herbert Kraybill
Harley Little
Ignace Malm
Gladys Paul
Cecil Taylor

THE JUNIORS —

By DAPHNE SWARTZ

GIVE facts and leave out the hot air," said Mr. Editor-in-Chief. So be it! In September, 1912, we, the class of 1916, enrolled in A. H. S., sixty-seven strong. During the three years following our entrance, our enrollment decreased greatly, so that there are at present only thirty-six Juniors of the average age of seventeen years. All but one of these intend to graduate from High School.

After leaving High School, twenty-four of our number expect to attend college. With the exception of three boys who desire to be farmers, all those not going to college will teach school. Many and varied are the occupations chosen by those who intend first to go to college. Several of the girls, influenced no doubt by their learned instructors, have chosen teaching as their life work. Three desire to teach music. One girl who is very artistically inclined desires to spend her life drawing magazine covers. Another girl, fond of art, hopes to become an actress. Two have decided to become nurses, and one a dietist. Others of the girls are undecided, probably because they hope that the "prince charming" will appear before they are forced to earn a living.

Seven of the boys are as yet undecided about their professions. Two desire to be agriculturists. One wishes to be an electrician; another to do forestry work. Only one has any desire to teach. Three others wish to follow their fathers' professions and become a banker, a business salesman, and a jeweler, respectively.

It will undoubtedly be rather startling to some who think of students as idlers to learn that since last May members of our class have earned \$2,364. Each of the boys, except one who evidently works without compensation, has earned at least \$50. The most earned by any one was \$450. Of the total, \$2,140 was earned by boys. Altogether the girls have earned \$224; one has earned the whole sum of one dollar, while two have earned \$70 each.

Forty-seven per cent of the Juniors are taking the College Preparatory course, twenty per cent the Normal Training course, and thirty-three per cent the General course. The people pursuing these various courses are, of course, all taking English. Fourteen of them have stated that they think English has been most profitable to them in High School. Six members, or nearly one-half of those taking Latin, think that it has been most profitable to them. Business Methods, one of the most practical studies given, has been of help to many. Manual Training and Domestic Science have found great favor among the boys and girls respectively. Algebra is considered by some, who have particular talent in that line, as very beneficial. Psychology and Civics are made very interesting by the illuminating remarks offered by Seniors in these classes. Chemistry is being enjoyed by only ten Juniors this year.

Probably the idea may be conveyed by all these facts and figures that the Juniors are all very studiously inclined. Perhaps we are—at times—but we have other interests, too. In the play given by High School students, our class president was the "Mysterious Mr. Brown" himself. "Patty," the charming maid, and "Miss Becky," the dignified maiden lady, also were Juniors. Three of our boys are numbered among the best athletes of A. H. S., and we are well represented in the musical organizations.



Sophomore Class

OFFICERS

President	Herbert Gish
Vice President.....	Pauline Jeffcoat
Treasurer	Paul Hershey
Secretary	Lillian Kinderdick

Class Motto: Nulla vestigia retrorsum.

Class Flower: Red and White Rose.

Class Yell:

We have the girls,
We have the boys,
We have the brains,
We have the noise,

We're at the High School Sophomore stage,
We're at the silly, giggly age;
But we'll come out of it double strong;
The stage can't last so awfully long,
And you'll admit we're terribly clever.
Such a class will happen again?

Oh never!

Ray Baer
Gladys Burton
Daisy Crane
Earl Eisenhower
Colvin Enoch
Milo Ewald
Hazel Fulton
William Goodell
Sylvia Hancock
Hazel Heiens
Paul Jeffcoat
Mary Kauffman
Esther Leach
Grace Nemecheck
Lorene Reynolds
Helen Seelye
Anna Sprecher
Ora Williams
Emmett Waring
Clyde Brooks

Mary Cassat
Francis Curry
Milton Eisenhower
Mildred Etherington
Mildred Farrell
Laura Ginn
Irene Graham
Marie Hassler
Paul Hershey
Pauline Jeffcoat
Lillian Kinderdick
Lottie Lilley
Madeleine Nicolay
Harvey Rohrer
Darthula Simpson
Luke Steele
Leta Williams
Mildred Wilkie
Mona Brown
Lucille Comer

Anna Davis
Martha Engle
Ray Etherington
Frances Fengel
Herbert Gish
Norman Gross
Grace Hawk
Bertha Hill
Lesta Kauffman
Ada Koenig
Virgil McKee
Lucille Polley
Irvan Sampson
Helen Shellhaas
Thelma Wilson
LaVern Wilcox
Lester Gish
Alice Mustard

THE SOPHOMORES

Soph. H.

By FRANCES CURRY

WHEN the class of 1917 entered A. H. S., it was composed of about seventy-five promising students, who ranged in age from thirteen to sixteen. It began its sojourn in High School very satisfactorily: first, by having Miss Hunt for sponsor; second, by being very well represented in football, basketball and track; and last, but not least, by electing the very capable president, Harvey Rohrer. Many social functions were very successfully superintended by him. Although so capable, even he was not able to keep the class from being somewhat verdant. Like most Freshman classes, this class used practically the whole first year in becoming acquainted with its surroundings, in which respect it closely resembled the "A, B, C" or primary class of the grades. This fact probably accounted for the various courses which were followed.

However, the class had at last, by continually striving upward, attained the rung of the ladder which is known by the name of Sophomore. Although it had lost about fifteen of its members, those remaining had gained much in wisdom. The work of High School was now really begun, and the courses followed more regularly.

From the number taking the College course, which is about fifty per cent of the class, it appears that many are to have the advantage of a college education. Since about one-third of the students are taking the Normal course, let it be known that in 1917 many capable teachers will be looking for positions. The remaining members of the class are taking the General course, as they have not yet decided what work or profession they will pursue after leaving school. Of all the different subjects in these various courses, the ones which seem of the most benefit to the class as a whole are: English, first; Latin, second; and Mathematics, third. To the few who are able to take Domestic Science and Domestic Art and Manual Training, since the school is too small to offer this advantage to a larger sumber, these three subjects are of inestimable value.

Although the members of the class study diligently, nevertheless, a great deal of fun is intermingled with the work. For instance: many delightful hikes, sleigh rides, and parties have been immensely enjoyed by the Sophomores on various Friday evenings. These were always under the supervision of Herbert Gish, the president of the Sophomore class, and Miss McLatchey, the present class sponsor. They were usually well attended both by the members of the class and the faculty. Another welcome diversion for both boys and girls has been the game of tennis. This is especially welcome to the girls, who have not been able to play basketball this year, since the school has not a gymnasium. The boys are able to play in any kind of a building, however, and therefore the Sophomore class was quite well represented.

But when either at work or at play our ambitions are always uppermost in our minds. By the amount of money earned by the class in the last year, which altogether amounted to about fifteen hundred dollars, the fact that the class will realize its ambitions is clearly shown. Some would be teachers of Latin, Music, English, and Domestic Science; others would be lawyers, engineers, bankers, carpenters, photographers and stenographers. The class of 1917 is no "quitter." Daily it is going up and up, never turning back, doing its best to live up to its motto: "Nulla Vestigia Retrorsus."



Freshman Class

OFFICERS

President	Alexander Whitehair
Vice President.....	Dudley Wyandt
Treasurer	Ruth Hoffman
Secretary	Beulah Briney

Class Motto: *Esto Perpetuo.*

Class Flower: Blue and white daisies.

Class Colors: Blue and white.

Class Yell:

Alic, Garoo! Garoo! Garoo!

Wa, Hoo! Bah, Zoo!

Hi ix! Hi ix!

Hika! Pika! domin ika!

Alecka! Bolecka! Bah!

Nineteen Eighteen! Rah! Rah! Rah!

Walter Alexander	Harry Simmers	Marie Matthews	Louis Hanne
Eileen Bannigan	Marie Smith	Edna Mohler	Elsie Haugh
Beulah Briney	Madeline Sullivan	Paul Muench	Ruth Hoffman
Marie Cook	Ulah Van Doren	Florence Nichols	Flossie Johnson
Nannie Davis	Lynn Wagoner	Zelma Paxson	Julia Johnson
Ralph DeHaven	Alexander Whitehair	Otto Romberger	Marie Kauffman
Majorie Dunham	Edna Young	Ada Roggendorff	Emmett Kraybill
Grant Engle	Florence Zook	May Sexton	George Lind
Leone Forney	Esther Aspley	Everett Sleichter	Augusta McComb
Leslie Garvie	Erwin Baumgarth	Iva Strong	Edith Morris
Ralph Haynes	Mary Broughton	Guy Sherman	Margaret Murray
Jean Hill	Mary Cooley	Floyd Walters	Isabel Noble
Florence Hostetler	Carrie Dayton	Harry Williams	Carl Predmore
Esther Johnson	Lucille Denman	Dighton Whitehead	James Robson
Tracey Johnutz	Will Eisele	Ethel Young	Carl Sampson
Martha Kauffman	Carl Foust	Rollins Clemence	Juanita Shellhaas
Leslie Kreps	Otta Geoffrey	Oneta Aumiller	Lena -Smith
Laure Lucier	Edith Gish	Francis Brenneman	Carl Stirz
Mason McDonald	Helen Harrison	Joe Callahan	Lorna Troup
Harold Muench	Winifred Herbage	Eva Danford	May White
Orene Need	Karl Jeffcoat	Theodore Dederick	Lydia Winnes
Virginia Oliver	Mildred Johnson	Murel Dobkins	Dudley Wyandt
Charlie Reep	Helen Jardon	Dorothy Engle	Elsie Young
Anna Roggendorff	Robert Kennedy	Irene Folk	Nellie Derrick
Irene Sexton	Florence Linn	Grace Garver	

THE *FRESHMEN*

JOHN H —

By DIGHTON WHITEHEAD

ON THE seventh day of September, 1914, one hundred and one girls and boys entered the Abilene High School and took their place as Freshmen. This class was composed of forty boys and sixty-one girls, the largest class that ever entered this school. The staying power of the class is evidently very good, as it lost only eight of the one hundred and one during the entire year. This shows that although they average only fifteen years old, the Freshmen are very interested and good in their studies. At the end of the first semester only three or four had done failing work.

The majority of these pupils are aspiring to a higher education, since about thirty-seven are taking College Preparatory course. Many of the girls expect to make teaching their life work, twenty-three girls taking the Normal Training course. Several boys of our number aspire to a business career for they have chosen the Commercial course. The other members of the class are taking the General course.

A general survey of the class shows that the boys and girls are a very industrious set. All the boys work during vacations, and some have employment throughout the entire year. We find some farming, others carrying papers. Many are employed by the business men of the town. Most of them have a very good income. The total sum of money earned by the Freshmen who worked during the past year amounted to \$3,000. Several of the boys earned \$200 apiece, while several of the girls earned from \$40 to \$50 each.

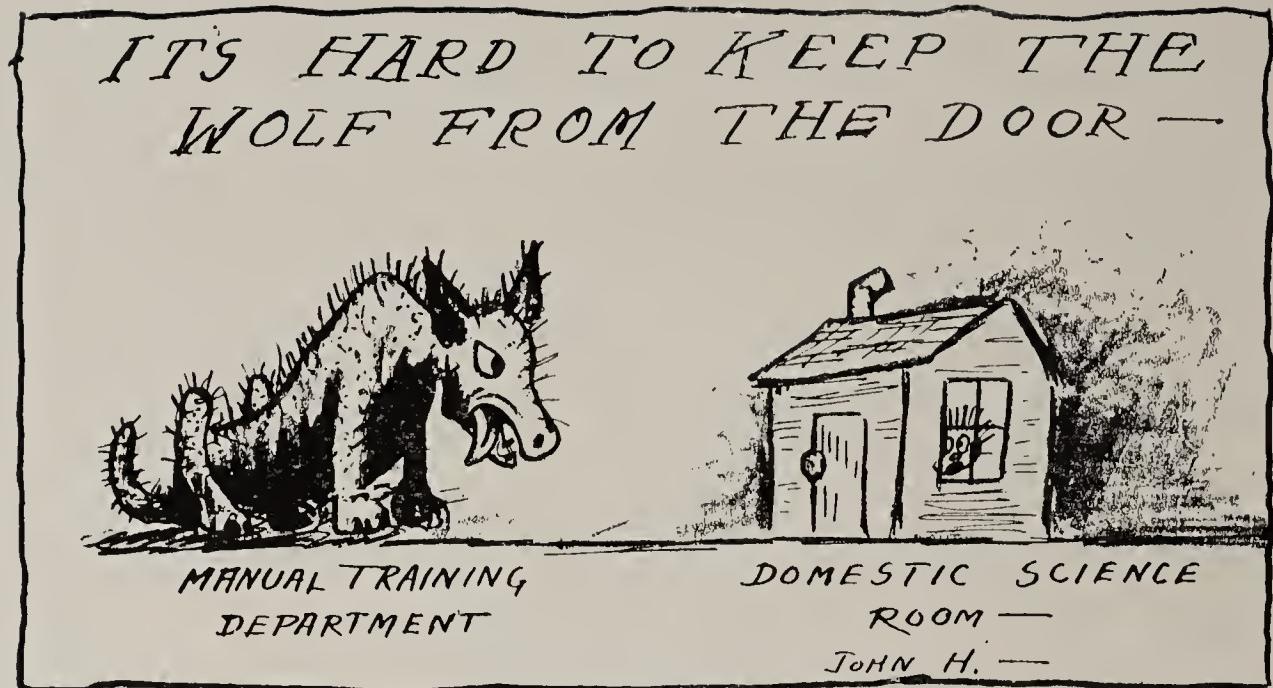
Three of our Freshmen girls have entered the Girls' Glee Club, and one Freshman boy the Boys' Glee Club. In the Orchestra we have four members. In Athletics we started out energetically with two men who won "A's" on the football team. We also contributed one man to the basketball team. One little instance of Freshman class spirit follows: Just before the play, "The Mysterious Mr. Brown," the pupils were given tickets to sell. The class which sold the most tickets was to be given a "hike" at the expense of the Athletic Association. We won the hike.

Of course, we could not get along without having some kind of entertainment during the year. Shortly after school had opened, we took a "hike" to Engle's grove. We had a "wienerwurst roast," and then spent the remainder of the evening in playing games. We returned home about ten o'clock after having a delightful time.

Our next entertainment was a masquerade party held on Hallowe'en at the home of Francis Brenneman on North Buckeye. The house was decorated with cats, bats, witches, and other appropriate decorations cut from black cardboard.

In January the class held another party at the home of Lorna Troup. We had a great deal of fun at this party. The feature of the evening was an auction of the numerous things which the pupils had brought from home. Paper money was the medium of exchange. After an evening of frolic, refreshments were served.

At the beginning of the year, the Freshmen were full of enthusiasm over A. H. S. with its new friends and duties. Now, at the close of the year, they are even prouder, if possible, of becoming a part of the loyal student body. Their attitude toward the school is well shown by their motto, "Esto perpetuo," (Endure Forever).



Mysteries of A. H. S.

1. The J. W. French Grafting System.
2. The Great Case of Witmer vs. Hunt.
3. G. A. Anderson's Grading System.
4. The Date of the Junior-Senior Reception.
5. The Deep Dark Past of George Irvin Lind.
6. Why Did the Football Team Have Six Pictures Taken?
7. The Sophomore Plot Against the Annual Board.
8. Why Irwin Sampson Answers to Cognomen of "Utah."
9. What Happened to "Much Ado?"
10. Mr. Anderson's Authoritative Discourses on Millinery.

NATURAL PHENOMENA

1. The Boys' Glee Club.
2. The Second Year Manual Training Class.
3. The "Roman" Headgear Affected by the Basketball Team.
4. The FOOTBALL BANQUET.
5. The Information Willard Day Acquires in Senior Latin Class.
6. E. Kugler's Neckwear.
7. The Freshmen.
8. "Sis's" giggle.
9. The Questions Asked in Physics Class.
10. Jessie Arndt and Leone Forney Singing "De Coppah Moon."

HOW COULD ALL THESE APPLY TO ONE SENIOR!

"New Girls! Well bring them around."
 "Why so pale and wan, fond lover?"
 "Thus hath the candle singed the moth."
 "On the level—the high cost of loving is
 keeping me broke."
 "Let me play the fool!"
 "Man in sooth, marvelous, vain, fickle and
 unstable subject".

"I have loved lots of girls in the sweet long
 ago."

"They that do change old loves for new,
 Pray the gods they change for worse."
 "What mighty contests rise from trivial
 things."





Athletics

ATHLETICS at the Abilene High School is promoted for the purpose of stimulating school spirit and developing physical and mental efficiency. It is carried on the basis of clean sportsmanship for which A. H. S. always stands. All forms of athletics are financed by the Athletic Association, which is composed of every enrolled student of the High School. The officers of the Athletic Association are: Roger Kyle, president; Russel Briney, vice president; Tracey Conklin, secretary-treasurer, and Robert Walters, student representative. All athletic matters are ruled by the Athletic Board which consists of two faculty members, the student representative and the manager of the respective teams.

The "A" Club consists of those students who have won a letter for service on the respective teams.

"A" MEN

FOOTBALL

Russel Briney
Wesley Gish
Roger Kyle
Harley Little
Robert Walters
Cecil Taylor
George Mullin
Mason McDonald
George Lind
Ivan Sampson
Virgil McKee
Chas. Roop
Emmett Waring

BASEBALL

Harley Little
Russel Briney
Robert Walters
Cecil Taylor
Tracy Conklin
Otto Romberger
Carl Sampson
Wesley Gish
George Mullin
Clarke Steyer

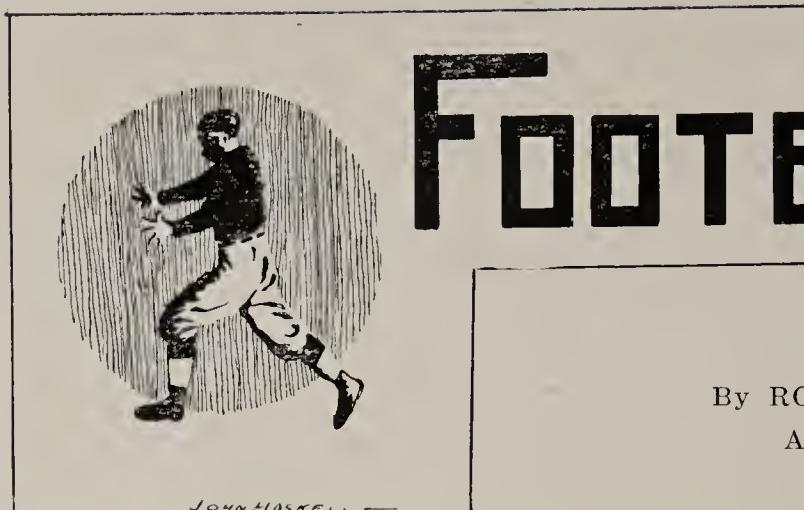
BASKETBALL

Clarke Steyer
Robert Walters
George Mullin
Harley Little
Linn Wagoner
H. Gish

TRACK

Roger Kyle
Herbert Gish
Cecil Taylor
Charles Roop
John Haskell
Bruce Engle
Paul Muench
Lynn Wagoner
George Lind





FOOTBALL —

By ROBERT WALTERS
Athletic Editor



Coach
Dresser

THE football season of 1914 was one of the most successful that A. H. S. has experienced for several years. It was a success in games won and in a financial way. Eight games were played during the season; six were won and two lost. Abilene was fortunate this year in having H. O. Dresser, a former K. S. A. C. quarter-back, as coach. He knows the game and aroused the "pep" and spirit the team displayed in every game.

With six "A" men to start the season and plenty of good new material, Coach Dresser worked together a well-balanced team. The team averaged 143 pounds, being outweighed by nearly every team played.

The first game played was the Manhattan High School at Manhattan. This game was won 6-0, but showed many weak places on the team. In the next two games, we were handicapped by sickness and injuries. These were the only two games lost during the season. The great triumph of the season was the 28-0 victory over Salina High School. This was the first time Abilene has defeated S. H. S. for six years. The last and hardest game of the season was played Thanksgiving at Abilene with Manhattan High School. A. H. S. won this game, 7-0. A long forward pass, Little to Taylor, just at the end of the first half, netted the only touchdown of the game.

Thirteen men won "A's" this year, six of whom have played their last year. The captain-elect for 1915 is Cecil Taylor, one of the fastest half-backs A. H. S. ever turned out.

THE TEAM

Center.....	Mason McDonald	Right End.....	Irvin Sampson
Left Guard.....	George Lind	Left Half.....	Cecil Taylor
Right Guard.....	George Mullin	Right Half.....	Harley Little
Left Tackle.....	Roger Kyle	Full Back.....	Russel Briney
Right Tackle.....	Wesley Gish	Quarter Back....	Robert Walters (Capt.)
Left End.....	Charles Roop	Subs.....	Emmett Waring, Virgil McKee

SCORES

Manhattan H. S.	0.....	A. H. S.	6
Minneapolis H. S.	20.....	A. H. S.	14
J. C. H. S.	33.....	A. H. S.	7
Hope H. S.	0.....	A. H. S.	62
Salina H. S.	0.....	A. H. S.	28
J. C. H. S.	3.....	A. H. S.	14
Minneapolis H. S.	6.....	A. H. S.	19
Manhattan H. S.	0.....	A. H. S.	7
Opponents	—		—
	62.....	A. H. S.	157



FOOTBALL TEAM



TEAM IN TOGS



BASEBALL —

By ROBERT WALTERS
Athletic Editor

BASEBALL practice at A. H. S. started early this season. Indoor practice started the latter part of February and continued until the weather permitted us to get outside. About thirty men reported for positions. The battery men were worked daily under direction of Coach Dresser and much was accomplished.

Coach Dresser had eight men from last year around whom to build the team; and some promising Freshmen filled the other positions. The coach's greatest problem at the first of the season was to develop a competent pitcher. This problem was quickly solved as the record the team has made so far shows.

The Kaw Valley League was formed again this year, consisting of Junction City, Manhattan, Chapman and Abilene. Abilene won the championship last year and the chances for success this year are very promising.

The first game of the season was with the old A. H. S. stars. This game proved to be one of the best of the season. Francis Little, pitcher of the 1914 team, pitched for the "Old Stars" and pitched a good game. With the score 4-0 against them, A. H. S. executed a batting rally in the ninth inning and tied the score. In the tenth inning A. H. S. won the game.

The second game was the first league game, played at Chapman. The team was not in the best of shape in this game and in a batting slump, lost the game by the score of 5-2. The team showed its true spirit a week later by defeating Manhattan High School 9-1. Abilene played errorless ball in this game, hit the ball all over the field for a total of fourteen hits, and ran the bases like veterans. The pitching of Harley Little deserves much credit and solved the problem of the day.

Coach Dresser put the same spirit and enthusiasm into baseball that he did football, which is bound to bring a successful season to A. H. S.

THE TEAM

Russel Briney (Capt.)	Shortstop	Wesley Gish	Center Field
Robert Walters	Catcher	George Mullin	Left Field
Tracey Conklin (Mgr.)	First Base	Clark Steyer	Right Field
Harley Little	Pitcher	Otto Romberger	Second Base
Cecil Taylor	Third Base	Carl Sampson	Center Field

SCORES

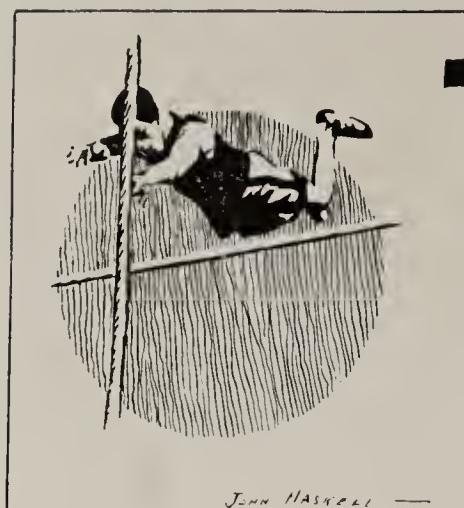
"Old Stars"	4	A. H. S.	5
D. C. H. S.	5	A. H. S.	2
Manhattan H. S.	1	A. H. S.	9
Herington H. S.	1	A. H. S.	9
Junction City H. S.	—	A. H. S.	—
D. C. H. S.	—	A. H. S.	—
Manhattan H. S.	—	A. H. S.	—



BASEBALL TEAM



TRACK TEAM



TRACK -

By ROBERT WALTERS
Athletic Editor

AT THE first call for track candidates the outlook for a successful season was not very promising. Five men of last year's team had graduated, leaving only four old men for this year's team. But the team possessed "pep" and ability, and worked hard under Coach French, a former K. U. track captain.

The first meet held at Abilene was the Dickinson County Meet on April 17. Abilene won the cup for Class A events with 46 1-3 points; D. C. H. S. was second with 23 1-3, and Herington third with 7 1-3. Gish of Abilene broke two county records, running the 120-yard high hurdles in 17 2-5 seconds and setting a record of 5 feet, 4 inches for the high jump. Gish also won first in the broad jump and second in the low hurdles. Taylor of Abilene broke the county record of 11 1-5 seconds for the 100 yards, running it in 11 seconds. Roop of Abilene won first place in the shot put, Haskell first in the pole vault, Wagoner in the half mile. Kyle took second in the 50 and the 440, Steyer second in the discus, and Muench second in the mile. The mile relay was forfeited to Abilene. Gish of Abilene was high point winner.

The Fifth District Track Meet was held at Abilene April 30. There were 50 athletes entered in this meet, representing nine schools. Abilene won second place with 25 points, Enterprise first with 30, and Collier of Marquette third with 20. This meet was held in the rain, which made the track very heavy. Gish of Abilene broke the district record in the high hurdles, running them in 17 3-5 seconds. This was the only record broken. Gish also won first in the low hurdles, with Kyle second. Gish won third in the broad jump; Haskell took second in the pole vault and Roop third. Abilene won the mile relay with Kyle, Gish, Taylor and Roop running it, which proved to be the most exciting event of the meet.

The following Friday the winners of the district meet went to Manhattan to the State Meet, and the following day a few went to the Invitation Meet at Lawrence.

THE TEAM

Roger Kyle, (Capt.)
Charles Roop
Bruce Engle
George Lind
Cecil Taylor

John Haskell
Ernest Lahr
Herbert Gish
Paul Muench
Lynn Wagoner



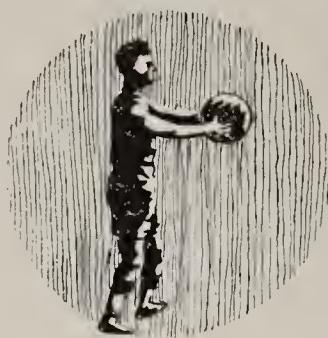
BASKETBALL TEAM

Tennis

ENNIS made its entrance into high school athletics last year with the organization of a Tennis Cltb. At first this consisted simply of the girls of the High School, but later so much enthusiasm was manifested by the boys that another court was provided in self defense. Last year there were no games or tournaments with other schools, but a successful inter-class tournament was held. Roy Garver and Leslie Kauffman won the boys' doubles, Mildred Oliver and Elsie Patterson the girls'. The prizes were A. H. S. pennants and pillows, given by Mr. M. D. Collins and Mr. G. A. Anderson.

The Tennis Club was reorganized this spring with the following officers: President, Paul Hoffman; secretary and treasurer, Lesta Kauffman. With the help of all "able bodied citizens" of the High School, three courts were put into shape. A committee was appointed to draw up a set of regulations. Only members of the club are allowed to use the courts and only on payment of an assessment are they allowed to play. Because of the large number of members in the club, a schedule for the various classes was arranged.

Plans are being made for a tournament with another school this spring, and tennis promises to take its place as a permanent force of athletics in the High School. It was especially necessary to provide equipment for such a game since there is no other form of athletics in which the girls have been able to take part this year.



BASKETBALL—

By ROBERT WALTERS
Athletic Editor

JOHN HASKELL —

THE basketball season of 1914-15 was one of ill luck in many ways. Abilene failed to rank with the other high schools of the district on account of the difficulties with which we had to contend. A good gymnasium is absolutely essential to a successful season in this branch of school athletics, and this, unfortunately, we do not have. The building secured for use of the team was no doubt the best obtainable, but it was unsuitable in two very important ways. It could not be heated properly, and it could not accommodate the necessary number of spectators to support the financial side of the game. Besides this, we were handicapped by sickness and injuries just at the time of the season when the men were most needed.

A. H. S. was fortunate, however, in one respect in having J. W. French as coach. Coach French coached the Winfield High School last year and built up one of the best teams in the state. With only two men from last year as a foundation for a new team, the coach worked together a fast, scrappy team which only lacked experience. As luck would have it our captain was taken sick, which kept him out of the game for the rest of the season. Though weakened considerably, nevertheless the team more determined than ever went ahead with the season until one of the guards sprained his ankle.

In so much as we were financially behind and the team crippled, the schedule was called off for the rest of the season. Seven games were played, of which three were won and four lost.

Six men won A's, two of whom have played their last game at A. H. S.

THE TEAM

Right Forward.....	Clark Steyer	Right Guard.....	George Mullin
Left Forward.....	Robert Walters	Left Guard.....	Herbert Gish
Center.....	Harley Little (Capt.)	Guard.....	Lynn Wagoner

SCORES

McPherson H. S.	17.....	A. H. S.	34
D. C. H. S.	70.....	A. H. S.	32
C. K. B. C.	11.....	A. H. S.	72
Manhattan H. S.	37.....	A. H. S.	26
Wamego H. S.	28.....	A. H. S.	17
C. K. B. C.	16.....	A. H. S.	104
Manhattan H. S.	38.....	A. H. S.	21





DEBATE -

By WILLARD DAY



J. W. French, Coach

EARLY in the winter a meeting was called of all students who wished to "try out" in the forensic art. It was here explained that a triangular debating league had been formed with the Abilene, Salina and Junction City High Schools competing. These cities did not enter the state debating league as they had formerly done. They believed that the benefits of debating could be obtained without the burden of preparing several debates required in the state debating league. The question which was chosen by the three schools was: "Resolved, That the principles of the Single Tax as advocated by Henry George should be adopted by the state of Kansas."

A debating class was formed which met every Monday and Wednesday mornings for 20 minutes with Coach French to discuss the various points of the question. Credit for this work was given in English, Economics and American History. Each debater selected a single point to argue in the try-out and worked it out in full. The try-out, held in February, differed from the ones held in former years in that it was not open to the public.

Our worthy judges selected the following to represent the Abilene High School in debate: Affirmative team, Jessie Arndt, Chester Cassel and Willard Day, with Carrie Lee as an alternate; Negative team, Edith French, Mildred Oliver and Charles Roop, with Harold Garver as an alternate.

After the try-out work began in earnest. The briefs were first carefully worked out. Then after much thought and study, the arguments were written. The entire week before the debate was spent in perfecting the delivery of the debates. Large charts were prepared so that the debaters might convince the eyes as well as the ears of the judges.

The night of April 23rd was a memorable one for the Abilene debaters. Our Negative team defeated Salina at Salina; while our Affirmative team at home suffered a defeat at the hands of the Junction City orators. The same night Junction City defeated Salina at Junction City. These results gave us second place in the league, Junction City taking first and Salina third.

Great credit is due to Coach French for his untiring work with the teams and for his excellent coaching. In accordance with the custom, gold A's were awarded to the members of the debating teams. On the whole this has been a successful year in debating and although A. H. S. did not win the championship, the debaters feel that their time has been well and profitably spent.



AFFIRMATIVE DEBATE TEAM
Jessie Arndt Willard Day Chester Cassel Carrie Lee



NEGATIVE DEBATE TEAM
Edith French Charles Roop Mildred Oliver Harold Garver





MUSIC

Music Department

THE Music Department has been a distinguished success this year throughout all four divisions, Girls' Glee Club, Boys' Glee Club, Chorus and Orchestra. This has been largely due to the interest and ability of Miss Winona McLatchey, Supervisor of Music.

The first department organized was the Girls' Glee Club. Ten girls were chosen from those who tried out: Jessie Arndt, Beulah Briney, Ruth Bigler, Muriel Dobbins, Leone Forney, Lillian McLatchey, Madeline Nicolay, Mildred Oliver, Gladys Paul and Frances Witmer. The club has been very popular not only in school affairs but also in the work of the community organizations, as the Ladies' Literary League, Women's Institute, County Teachers Association, and others.

A full concert was given December 18 by the Glee Club and Orchestra. It was a great success and added much to the reputation of the music department. The program was as follows:

Butterfly Days	Osborne
Glee Club	
Polish Danse	Schwarenska
Orchestra	
Gypsy Daisies	Woodman
Sing, Smile, Slumber.....	Gounod
Glee Club	
Little Pigeon Lullaby.....	Jamison
Miss Nina McLatchey, Miss Jessie Arndt and Glee Club	
Spanish Tambourine Girl.....	Schumann
When Love is Kind.....	Nevin
Glee Club	
LaAnquaintaine	Gabriel March
Orchestra	
Windy Nights	Gaul
Barcarolle	Offenbach
Glee Club	
My Lady Chloe.....	C. Leighter
The Year's at the Spring.....	H. H. A. Beach
Miss Marion Seelye, Accompanist	

The Club sings a very good class of music by such composers as Nevin, Schumann, Matther, Victor Harris, Woodman, Wagner, Gounod and Shelley. One of the songs has been exceedingly popular wherever it has been sung; yes, especially in the Science Department of the High School. This song is a dialect song, by name, "The Coppah Moon."

A large part of the success of the organization is due to Miss Marion Seelye. She is an ex-graduate, but has willingly given her time and extraordinary talent to the Club. Another concert is to be given this spring by the Boys' and Girls' Glee Club. To sum up the Girls' Glee Club in the words of Professor Stacey, "It is the best organization of its kind that ever existed in the Abilene High School."



The boys have not been organized as long as the girls, but are "going some." The Club was started in February, but on account of baseball, track and other High School activities, practice has been irregular. This Club, as the other one, sings a class of music much above that sung by most High Schools. It has sung in chapel almost every other Friday and the applause that follows certainly shows its popu-

(Concluded on Page Eighty-four)



GIRLS' GLEE CLUB



BOYS' GLEE CLUB



ORCHESTRA

Music Department

(Continued from Page Eighty-two)

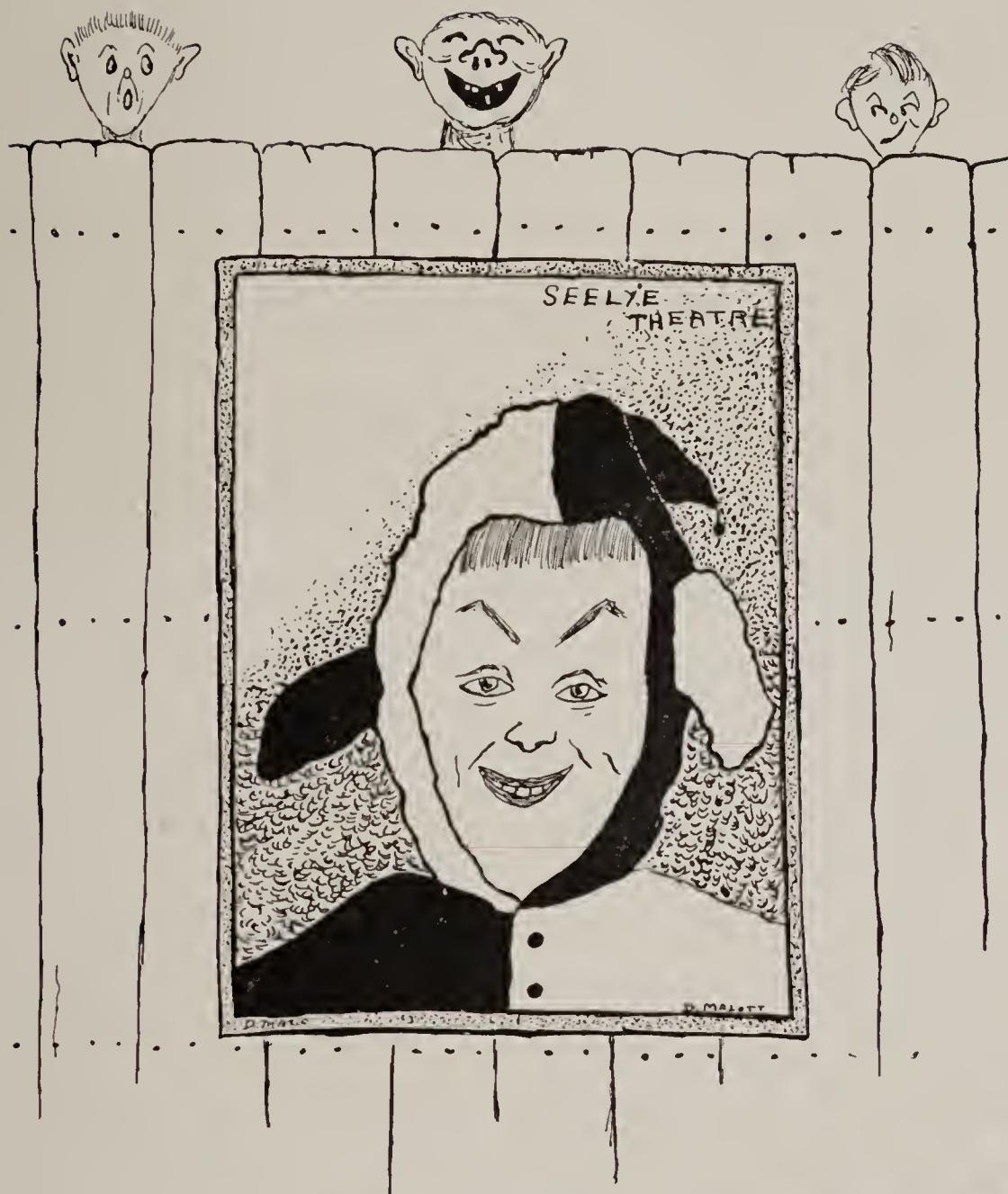
larity. The Club will be a part of the Spring Concert and everyone who has heard it knows that it will add much to the program. The boys who sing in the Club are: First tenor, Ernest Kugler, John Haskell; second tenor, Norman Gross, Deane Mallott; first base, Robert Walters, Harold Royer; second base, Wesley Gish, Robert Kennedy.



The Chorus was organized before Christmas. It meets after chapel on Mondays and Wednesdays and one can hear "merry warblings" anywhere throughout the building at that time. About one hundred pupils belong to it and all are very interested. They have new books this year called "Art Songs for High Schools." The book is a very good one and contains a large variety of songs. The Chorus has learned a dozen of the very best in the book and has sung two or three of them in chapel. The work is not much like the other studies for all are reciting at once, but is like them in that it involves a quiz.



The Orchestra began practicing about the same time as the Girls' Glee Club. members have practiced almost every Wednesday night since that time and have improved wonderfully. They have played in chapel, at the play for the Athletic Association, "The Mysterious Mr. Brown," and for the G. A. R. on Lincoln's birthday. The Orchestra played also at the concert given last fall and will also play at the Spring Concert. They have some new music on which they have been working industriously for this event. This organization is an example of "quality and not quantity," as it consists only of eleven pieces. They are arranged in the following order: First violins, Mildred Oliver, Viola Engle, Robert Walters; second violins, Beulah Briney, Dorothy Engle; clarinets, Edith Gish, Walfer Alexander; cornets, Harold Royer, Earl Gibson; trombone, Albert Geoffrey; pianist, Lillian McLatchey.



DRAMA

Play Lovers' Club

AT AN enthusiastic class meeting held in the latter part of November the Seniors reorganized the English Play Lovers' Club, similar to the Shakespeare Club of two years ago. It was formed for the purpose of giving a detailed and yet interesting study of plays without the formality of a class room. "Much Ado About Nothing" was studied throughout the year.

Miss Galloway, Senior class sponsor, was the director of the Club. The following officers were chosen: President, Elsie Patterson; vice president, Russell Briney; secretary-treasurer, Roger Kyle. One may wonder why a treasurer was needed. But then "eats" do come in handy, you know, and are a great assistance in appreciating the classics. The officers in cooperation with Miss Galloway planned the programs and assigned parts in the play to Club members.

The first meeting was held at the home of Mildred Oliver. Several acts of the play were read and talks on the history of Shakespeare's play and Shakespeare's characters given. Meetings were held on alternate Monday nights throughout the winter. The programs were most interesting and with violin solos, Victrola concerts, masculine sewing societies, and delicious refreshments the class spent many pleasant evenings together.

The study and practice of "Much Ado About Nothing" kept up steadily, especially when the class found that it might be necessary to give it in order to have an Annual. A good deal of work had been done on the play when later circumstances forced us to give up the project. However, the labor has not been lost and the class will be the better prepared for the Senior Play.

Some might think that it has been indeed much ado about nothing, but we know better. For a Club of this kind beside its social and educational value forms and keeps a good class spirit.

Senior Play

AGREAT deal of interest on the part of the community at large is aroused by the production of the Senior play. However, it never compares with that manifested by the Seniors themselves. It was greater this year than usual because they were compelled to give up the idea of presenting "Much Ado About Nothing." Although practice was started rather late, enthusiasm has been just that much higher and every effort has been expended to make the play a success. A successful production is assured since Mrs. French, director of "The Mysterious Mr. Brown," will coach this also.

The play is a spirited, amusing story of college life. The Swede with his dialect, the different types of college students, the naturalist professor and Mrs. Poore of the "Poor-house"—all unite to make a play full of amusing, even ridiculous, situations.

Freshman Play

"CHRISTMAS AT MOTHER HUBBARD'S"

THE practice and giving of the Freshman play, "Christmas at Mother Hubbard's" was attended by a great deal of secrecy. It was given in the latter part of December to "Freshmen Only." The play was a new adaptation of "Old Mother Hubbard's Cupboard." In this case the cupboard was full of presents, which under Santa Claus' direction, Jack, Jill, Mistress Mary and the other familiar characters distributed. The play was interesting and cleverly performed. Under Miss Hunt's direction this class gives promise of great things along the line of dramatics.

Sophomore and Junior Plays

A pleasing diversion from the regular English work in Sophomore and Junior classes was the presentation of several scenes from "The Merchant of Venice" and "As You Like It," which had been studied in class. The casts were elected by the class and practice was held during the regular recitation periods. The scenes were given October 29 and 30 in the chapel. An Elizabethan atmosphere was created through the stage setting and costumes. The Sophomores gave scenes from "The Merchant of Venice;" the scene between Portia and Nerissa, the signing of the bond and the trial scene. The would-be Sotherns and Marlowes could well be proud of their work.

The Juniors presented two scenes from "As You Like It." Despite the fact that the sonnets were hung on pole vault standards and the hero wore his sword with an unaccustomed air, Orlando wooed Rosalind in a manner worthy of the Forest of Arden; the immortal Touchstone gamboled with the flirtatious Audrey, and Jaques, seated upon a bench from the Manual Training room, railed against his mistress, the world.

CAST—"THE MERCHANT OF VENICE"

Portia.....	Frances Curry, Jessie Arndt, Leta Williams
Nerissa.....	Pauline Jeffcoat, Frances Fengel, Mildred Farrell
Antonio.....	Cecil Taylor, Paul Jeffcoat
Bassanio.....	Earl Eisenhower, Ray Etherington
Gratiano.....	Herbert Gish, Milton Eisenhower
Salario.....	Irwin Sampson, Carl Jeffcoat
Salarino.....	Milo Ewald
Shylock.....	Ray Baer, Paul Hershley
Duke of Venice.....	Harvey Rohrer, Emmett Waring
Lorenzo.....	La Verne Wilcox
Jessica.....	Mona Brown
Balthaser.....	Mildred Etherington

CAST—"AS YOU LIKE IT"

Orlando.....	Harley Little
Rosalind.....	Ruth Bigler
Celia.....	Marie Davis
Jaques.....	Chester Cassel
Touchstone.....	Deane Malott
Audrey.....	Harriet Patterson
Corin.....	Bruce Engle

“The Mysterious Mr. Brown”

GREAT excitement was created at High School by the coming of the ‘Mysterious Mr. Brown.’ Especially since he came with the worthy purpose of helping fill the yawning coffers of the Athletic Association—an “independent and struggling” organization which, through no fault of its own, has a chronic tendency to go ‘broke’ about January first.

Otherwise speaking, “The Mysterious Mr. Brown” was a farce given by High School students at the Seelye theatre, February 26. The house was sold out for the performance—a fact which can be recorded about very few high school plays. In a race among the classes to sell the most tickets for the play the Freshmen won. This was largely due to their greatness numerically, and to their innocent youthfulness. Their prize was the privilege of walking to Engle’s grove, ruining their teeth on “dog-biscuit” furnished gratis by the Athletic Association, and walking home. The farce was coached by Mrs. J. W. French and the great hit made by it was in a large part due to her interest and enthusiasm.

The cast was selected from the High School as a whole; the play was in no sense a class play. The character parts were especially humorous and admirably played by Miss Marie Davis as Aunt Becky, Mr. Harvey Rohrer as Jenkins, “a dream of a butler,” and Miss Harriet Patterson as Patty, the maid with an ardent longing for the footlights. Indeed Mr. Rohrer would make a success in the future if he follows this vocation. Mr. Deane Malott as Mr. Brown of Benson & Benson’s law firm found himself entangled in the most amazing mesh of circumstance, and, in escaping, acquitted himself nobly. Miss Mildred Oliver as the mysterious “Mr. Bob,” otherwise Marion Bryant, Miss Elizabeth Wyandt as Katherine, the charming niece of Aunt Becky, and Mr. Ray Baer as Philip Roysen, were much appreciated.

The Athletic Association and the High School greatly appreciated the work of the cast and it is hoped that the mid-winter play may become an annual event.

SYNOPSIS

Act 1. Miss Rebecca Luke, a maiden lady, has decided to establish a home for cats. Because of opposition in the household to her plans, she desires to keep secret the visit of an architect, Mr. Brown, who is to bring plans for remodelling the house. Marion Bryant, known as “Mr. Bob,” comes to visit Katherine, Miss Becky’s niece. Philip Roysen, Katherine’s cousin, believing ‘Mr. Bob’ to be a boy, agrees to help entertain him. Mr. Brown, solicitor for Benson & Benson, arrives and is mistaken for “Mr. Bob,” Mr. Roysen and finally Mr. Saunders; never being allowed to explain his mission, because the servants assure him that his visit is to be kept secret.

Act. 2. Humorous complications result in which Mr. Brown is all but forced to propose to Katherine, whose suitor “Mr. Bob” is thought to be. Because of a compact which Philip has made to give up the yacht race if Aunt Becky will give up the cats, “Mr. Bob” takes Philip’s place, wins the race, the yacht itself, and with it the hand of Philip.

Act 1. Scene: Breakfast room of Miss Luke’s home. Time: Morning.

Act 2. Scene: Same as Act 1. Time: Afternoon.

CHARACTERS

Miss Rebecca Luke, a maiden lady with a fondness for cats.....	Miss Marie Davis
Philip Roysen, her nephew.....	Mr. Ray Baer
Katherine Rogers, her niece.....	Miss Elizabeth Wyandt
Jenkins, Miss Rebecca’s butler.....	Mr. Harvey Rohrer
Patty, a stage-struck maid.....	Miss Harriet Patterson
Marion Bryant—“Bob”—Katherine’s friend.....	Miss Mildred Oliver
Robert Brown, clerk of Benson & Benson.....	Mr. Deane Malott

Latin Play

ADAY of School in Rome" was given on the 26th of February; preceding the "Mysterious Mr. Brown." The students who made up the cast were chosen from the Junior and Senior Latin classes of the High School, and were coached by Miss Ault. Wearing the Roman toga and sitting on low benches, these would-be Romans spoke with ease their adopted mother tongue. Old Roman games were played, a lesson in grammar recited and orations and poems delivered with much gusto. With the exception of one poem which was an amusing jingle of English and Latin, the "Day of School" was given entirely in Latin. It was very interesting even if the hearer could not understand anything but "amo, amare" and "stella, stellae."

This was the first entertainment ever given in Latin by the High School.

CAST OF CHARACTERS

Magister (teacher).....	Mr. Deane Malott
Judges.....	Miss Edna Issitt, Miss Gladys Shuey
Student from Rhodes.....	Miss Marie Davis
Servants.....	Mr. Herbert Gish, Mr. Earl Eisenhower
Pupils: Mr. Willard Day, Miss Viola Engle, Mr. Chester Cassel, Miss Irene Lancaster, Mr. Bruce Engle, Miss Frances Witmer, Miss Mary Smith, Miss Elsie Patterson, Miss Mary Machen, Miss Verla Dahnke, Miss Ruth Bigler, Miss Harriet Patterson, Miss Muriel Close.	

SYNOPSIS

This is a typical Roman school in which all the discipuli are boys. Before the magister enters, the discipuli are enjoying themselves in various games. The magister enters and calls the rolls, and finds two absent, Lucius Sergius Catiline and Appius Claudio Caecus.

The first thing is a lesson in grammar based on the sentence "Omnes res di regunt"—the gods rule all things. During the lesson Catiline enters and is flogged for his tardiness. Appius Caecus is late also and must recite "Mica, mica—Twinkle, twinkle little star." Others recite "Tom, Tom, the Piper's Son," "Jack and Jill," and "Little Jack Horner." After that the discipuli have their gymnastic drill and then recite a geography lesson.

The magister now tells them they may sing a song and Caesar chooses "Milites Christiani." After this occurs the oratorical contest between Marcus Tullius, Cicero, and Caius Julius Caesar. The laurel wreath of victory goes to Cicero. Caius Crassus, a student from Rhodes, enters and, at the request of Cicero, recites "Poem of a Possum." The discipuli are then dismissed.

German Play

As is the custom, a German play is given as a curtain raiser for the Senior play. This year "Eigensinn" has been selected. Although it is short and the cast small, a play of this kind always demands extensive preparation. The six students who comprise the cast have practiced most faithfully under the direction of Miss Nina McLatchey. The play gives every promise of being a complete success.





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Lines on a Wienie Roast

(With Apologies to Thomas Hood)

I

We remember, we remember
The grove at Engle's farm—
How often through this flying year
We all have felt its charm!
The classes one, the classes all,
Have hiked to that famed spot,
To spend that time in idle play,
In weather cold or hot.

II

We remember, we remember
How short the distance seemed,
And once the barbed-wire fence was crossed,
How bright the firelight gleamed!
How luscious then the "wienies" swelled,
And coffee, boiling hot;
And what a scramble then ensued
For plenty—there was not!

III

We remember, we remember
When supper time was o'er,
How wildly we played "Run, Sheep, Run,"
Till we could play no more!
And how at last the chaperones
Grew rather short and snappy,
'Twas then we journeyed home again,
Arriving "tired—but happy!"

That these lines express the sentiments of the High School students can scarcely be doubted. During the year the Seniors have had two hikes, the Juniors two, (one to Enterprise), Sophomores two, and Freshmen three. The last Freshman hike was won by them in a ticket-selling contest and was given by the Athletic Association as a reward for their valiant efforts.

Who's Who and Why

A DRAMA OF HIGH LIFE

ACT I

Scene I

Time: December 1, 1914. Place: East end of hall. Speakers: Two coy maidens.

First Coy Maiden: Oh, say! I hear there is going to be a football banquet next week.

Second Coy Maiden: There is! Who do you suppose will go?

1st C. M.: I don't know, but I heard—

(Enter Dignified Senior Girl)

1st and 2nd C. M. in Cho.: Oh, do you know anything about the football banquet?

Dig. Sen. (In superior tone): Why, yes. I'm going. (Exit)

(Short silence)

2nd C. M.: My, doesn't she think she's smart!

1st C. M.: I don't care much about going anyway. I bet it will be dry!

2nd C. M.: So do I!

(Curtain)

Scene II

Time: 15 minutes later. Place: Study hall. Speakers: Football Hero and Coy Maiden.

(F. B. H. clears throat. C. M. seems ready for deaf and dumb institute.)

F. B. H.: Er—I say, there's going to be a football banquet next week.

C. M. (Studying hard): Indeed!

(Silence)

F. B. H. (Desperately): Will you—go with me?

C. M.: Well—I don't know. When will it be?

F. B. H.: Next Wednesday, I think.

C. M. (Inwardly palpitating): Well, I'll have to ask mamma and see.

(Curtain)

ACT II

Scene I

Time: December 9, 1914. Place: U. P. Hotel.

(Table heavily laden with delicious viands. Nobody speaks—too busy eating.

All register great contentment.)

Scene II

Late same night. Steps of C. M.'s home.

* * * *

F. B. H.: Well—good night.

C. M. (Truthful at last): Good night, and—I never had such a grand time in my life.

THE END

Hallowe'en Parties

IT WAS the evening after a gloriously victorious football game. A hilarious crowd gathered in the center of town and—according to the customs of the ancient Roman—commemorated the great event. Wild shouts and yells were heard, a procession was formed, the gods invoked and, finally, a great funeral pyre (made of dry goods boxes) was erected—our last tribute to the departed spirits of our opponents. Then, as the shades of night fell fast, the crowd dispersed, "Some flew east, some flew west, and some flew over the cuckoo's nest." A little later groups of High School students might have been seen hurrying in different directions, for each class was having a Hallowe'en party.



At the G. A. R. rooms appeared a merry group of Mother Goose characters. Here, with Mother Goose herself presiding, were Mistress Mary quite contrary, Little Miss Muffett, Tweedledum and Tweedledee quite inseparable, Little Bo-Peep, Little Jack Horner, the Old Woman Who Lived in a Shoe, and many other illustrious personages known to us. They spent a gay evening tripping lightly in folk dances, writing nursery rhymes, and devouring delicious little pumpkin pies made by the D. S. department.



The Juniors celebrated with a masquerade. All sorts of strange and grotesque figures appeared. They had fortunes told (and there were some very strange prophecies indeed), bobbed for apples, walked downstairs backwards with mirrors to discover true loves, and tried many other Hallowe'en charms. The party did end rather suddenly when some practical jokers extinguished the lights, but they nevertheless agreed that "a charming time was had."



On the Fengel farm, a weird company of ghosts gathered in mysterious council. After some deliberation a hunt for Captain Kidd's treasure ensued, with complicated instructions. They hunted high and low the whole evening long, through golden gates, over enchanted trellises, so many times around a stump and just so many feet from it in a certain direction. Here the treasure was found, and for the rest of the time the Sophomores (for that is who they really were) feasted upon the treasure and enjoyed themselves hugely doing so.



The Freshmen's first party was held that night and they quite outdid themselves on this occasion. The Brenneman home was decorated with pumpkins, cornstalks, and lanterns until it had a very festive appearance. There were fortune tellers in abundance—one in the garret, a witch in a cave outside and many other mysterious personages assisting. Doughnuts hung on a string caused great fun, as did many other "stunts" the Freshmen attempted. They even got into a quarrel with some upper classmen who came to watch (?), and it is related that one handsome youth nearly lost some of his curly locks at the hands of a dignified but exasperated member of the faculty. But that is merely rumor!

Junior-Senior Reception

ABOUT the thirteenth of April great excitement was created among the Seniors upon the appearance of invitations for the Junior-Senior reception. Great preparations were made by both classes: the Juniors to have an original party; the Seniors to make a good appearance. Needless to say each succeeded admirably.

On the evening of the twenty-seventh, ninety High School students and faculty members gathered at the A. O. U. W. hall. The first number was a "scandal" song by a sextette of Juniors, which caused much merriment, to say the least. After this Deane Malott sang a ditty entitled "Matildy Ann from Beaver Dam," which was wildly applauded.

Then Miss Ault announced that the Juniors thought it might be interesting for the Seniors to see themselves as others saw them—at an early age, however. Consequently, with the aid of Mr. Anderson and his picture machine, baby pictures of each and every Senior were shown amid shouts of laughter. Remarks such as "Didn't she used to be cute, tho'!" and "My, wasn't he darling!" were heard on all sides.

Next the Seniors learned that a promising young author was numbered among the Juniors, who had not only written a best-seller, but had dramatized it as well. The last three chapters of this stirring romance were read aloud by Marie Davis and the play at the same time cleverly presented with the following cast:

The Heroine.....	Harriet Patterson
The Villain.....	Norman Gross
Our Hero.....	Deane Malott
His Mother.....	Mildred Wilkie
The Butler.....	Evan Markley

The heroine's curly locks, the butler's skill in making time fly, the realistic death of hero and villain, not to mention the death gurgles of all actors, were received with great delight by the enthusiastic audience.

Later in the evening ice cream roses, too pretty to eat, and luscious little cakes made their appearance—but not for long. 'Tis feared the Freshmen waitresses for all their demureness, were inwardly astonished at the appetites displayed by upper classmen.

Last but not least came the speeches. The Senior President, Mr. Stacey, Mr. French, and the members of the faculty who will not return next year, each spoke a few words, assuring the Juniors of the success of their party, and telling the Seniors that the memory of the evening would long be cherished by them. Everyone agreed.

It was indeed a delightful evening and in the words of a certain Senior—"It did give him such a pleasant feeling to see all the pretty girls in their new dresses, and to hear all the Junior jokes, and eat all those good things."

Some Merry Makings

The Juniors had a sleigh ride during February, which—according to all accounts—was a very "salubrious" affair. As a fitting climax to their good time, they perched on stools in the Home Rule cafe and devoured chili and other fearful and wonderful concoctions.



The Freshmen began the new year with a party at the home of Lorna Troup. The chief event of the evening was an auction sale to which each guest contributed a carefully wrapped package. Some strange bargains were bought and sold. The class left with but one regret—that they forgot to lock the screen door on the back

porch! But Miss Hunt says they never speak of that any more and it doubtless furnished an opportunity for resolutions quite fitting to the time and occasion.



At Thanksgiving time the Sophomores held a party at Sylvia Hancock's home. The rooms were gay with their festive decorations, and progressive games were played during the evening. Last, but by no means least, came refreshments which added the finishing touch to their happiness.



The first social event for the Seniors after Easter was a most interesting evening spent at the home of Dr. and Mrs. T. R. Conklin. The celebrities of the High School and the High School language were discussed and disposed of during the first part of the evening. After 'delicious viands' had been served, the Senior boys gave an impromptu musical program consisting of solos and concert numbers. Sheridan Spangler received great applause for his clever recitation of "The High Cost of Living." With this fitting conclusion, the guests departed.

Discontinued Stories—Or the End

Scene: Junior-Senior reception.

Time: After supper—Faculty's toasts in progress.

Rising Action: Mr. Anderson is called upon to say a few words in farewell.

Climax: "Let me tell you a story."—The End.

Lillian "come down" from Topeka and was glimpsed by Ernest.—The End.

They (He and She) went to see a feature at the Seelye. Afterwards they went to the Greek's.—The End.

Lewis said "_____." And Sid said "_____! ! !"—The End.

Stub's heart, broken during the summer, was mending nicely when—Lillian came from Topeka.—The End.

A Chapman rooter yelled "Get that batter now!" And Taylor made a home run but—The End was not yet.

The attraction was in town for two nights. A Senior Society Bud had two dates—but—they bought tickets for the same night.—The End.

And part of the Physics class went to Brown's mill in Whoopee's car.—The End.

Time: Five minutes before time to start.

He (at telephone): "Why—er—may I come up?"

She: "_____"

He: "But really, I have been telephoning for two weeks and you were never at home—or central was asleep."—The End.

The two-hundredth person to Mr. French: "Why weren't you at chapel Friday morning?" Mr. French—hands clutching hair.—The End.

"Shorty" Fowler wears white duck trousers to the District Meet.—The End.

Twelve little Freshmen, returning from a hike are tempted by the glaring lights of a "movie" show. They evade chaperon. Next morning.—The End.

The spark that leaped the gap of the Winhurst Electrical machine was so cute. A Senior girl, vitally interested in scientific research, put forth her index finger.—The End.

Commencement Week

Program Class Night Exercises

SEELYE THEATRE, MAY 24

Music.....	High School Orchestra
Senior Class History.....	Tracey Conklin
Senior Class Prophecy.....	Viola Paxson
Music.....	Boys' Glee Club
Senior Class Will.....	Carrie Lee
Music.....	Boys' and Girls' Glee Clubs
Junior Class Toast.....	John Haskell
Sophomore Class Toast.....	Lesta Kauffman
Music.....	Girls' Glee Club
Freshman Class Toast.....	Julia Johnson
Music.....	High School Orchestra
High School Song, "Orange and Brown"	School and Orchestra

Program Commencement Night

Music.....	High School Orchestra
Invocation.....	Rev. J. W. DeYoe
Music.....	Girls' Glee Club
Salutatory.....	Miss Mary Smith
Valedictory.....	Miss Elsie Patterson
Music.....	Girls' Glee Club
Commencement Address.....	Rev. N. S. Elderkin, Pastor Congregational Church, Lawrence, Kansas
Music.....	Boys' and Girls' Glee Clubs
Presentation of Diplomas.....	Mr. H. E. Ackers, President Board of Education
Benediction.....	Rev. Dr. F. S. Blayney

The Senior Play

"THE EDUCATION OF OLAF"

Cast of Characters

Marcus Aurelius Gaskill, Professor of Latin, also interested in bugs.....	Wesley Gish
Bullock Eggleston, Football, etc.....	Charles Roop
Frank Harley, a student.....	Paul Hoffman
Percy Wilkins, a student.....	Robert Walters
Olaf Nielson, Olaf the Assassin.....	Charles Davis
Brown, a student.....	Clark Steyer
Tin Star Shine, a constable.....	Sheridan Spangler
Mr. Fish Forgotson, a loan shark.....	Willard Day
Minerva Hope, the Professor's niece.....	Jennie Laird
Ethel Wilkins, a society "bud".....	Mildred Oliver
Mrs. Poore, of the "Poor-house".....	Viola Paxson
Jane Hampton, co-ed.....	Mary Smith
Mary Madden, co-ed.....	Elsie Patterson
Macedonian Torturers and Football Players.....	George Mullin, Roger Kyle, Clark Steyer, Russell Briney
Boys of the Kappa-Omicron-Nu: Lewis Hunt, Harold Royer, Willard Day.	
Pillow Girls: Carrie Lee, Elizabeth Wyandt, Elizabeth Engle, Mildred Steves, Viola Engle, Frances Witmer.	
Co-eds: Isabel Alvord, Gladys Flippo, Grace Daniels, Elsie Brooks, Elizabeth Engle, Clara Williams, Irene Lancaster, Frances Witmer, Carrie Lee, Elizabeth Wyandt, Anna Bannigan, Edith French, Mildred Steeves, Viola Engle, Lillian McLatchey.	

The German Play

"EIGENSINN—ODER GOTT SEI DANKT, DER TISCH IST GEDECKT"

Cast of Characters

Alfred, a young married man.....	Ernest Kugler
Emma, his wife.....	Elizabeth Wyandt
Elizabeth, the maid.....	Lillian McLatchey
Heinrich, the butler.....	Ward Oakman
Ausdorf, Emma's father.....	Walter Herman
Katherine, his wife.....	Lucile Comer

